

**An Investigation Into Academic,
Professional and Pedagogic Aspects of
the training Programme For Teachers
Of English As A Foreign Language At
AlFateh University – Libya**

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**PhD
2004**

Volume II



CHAPTER 6

FINDINGS OF THE STUDY

6.1 Introduction

Focus is placed on the presentation of the findings of both quantitative and qualitative data provided in Phases 1 and 2. First of all the chapter presents the quantitative findings of the questionnaires for student teachers, University tutors and EFL classroom teachers followed by the qualitative findings of the interviews.

Phase 1, explores the status quo of the EFL teacher training at Al-Fateh University. In Phase 2 respondents' perceptions were further investigated via interviews designed to obtain deeper understanding of the EFL programme from different dimensions. Respondents' opinions about learning, teaching and the EFL programme as a whole were investigated.

Both sources of data help to enlighten the situation and solve some of the puzzles in the study. Quantitative analysis of questionnaires made use of SPSS (Statistical Package for Social Sciences) programme (Bryman and Cramer, 1999). The interview analysis used the grounded theory approach (Glaser, 1995, p.7).

6.2 Findings of the Quantitative Analysis of the Questionnaires

Both descriptive and nonparametric statistics were used in the analysis. The responses to different questions are presented in percentages of the respondents. The t-test was used to discover any differences between respondents in relation to gender, and experiences. The Kruskal-Wallis analysis procedure was used to find any variations amongst the respondents in the three samples.

The findings are based on:

1. Analysis of the Student Teachers' Questionnaire.
2. Analysis of the University Tutors' Questionnaire.
3. Analysis of Classroom Teachers' Questionnaire.

4. Differences amongst (male and female) and (experienced and inexperienced) respondents of each sample.
5. Differences amongst respondents in their perception of the objectives of the programme.
6. Differences amongst respondents in perception of schools selected for teaching practice.
7. Differences amongst respondents in perception of criteria used in the assessment of student teachers' progress and achievement.
8. Differences amongst respondents in perception of the role of the EFL classroom teacher.
9. Role of the Head teacher as perceived by student teachers and classroom teachers.
10. Differences in perception of the role of the University tutor between student teachers and University tutors.
11. Differences in perception of the role of the EFL classroom teacher between student teachers and class teachers.

Presentation of the data will be in the above order.

6.2.1 The findings of the student teachers

6.2.1.1 Background Information

This questionnaire was administered to a sample of 25 EFL students in the English Language Department of the Faculty of Education, University of Al-Fateh.

Table 6.1 shows that the number of female student teachers was double that of male student teachers.

Table 6.1
Description of the sample of the EFL student teachers

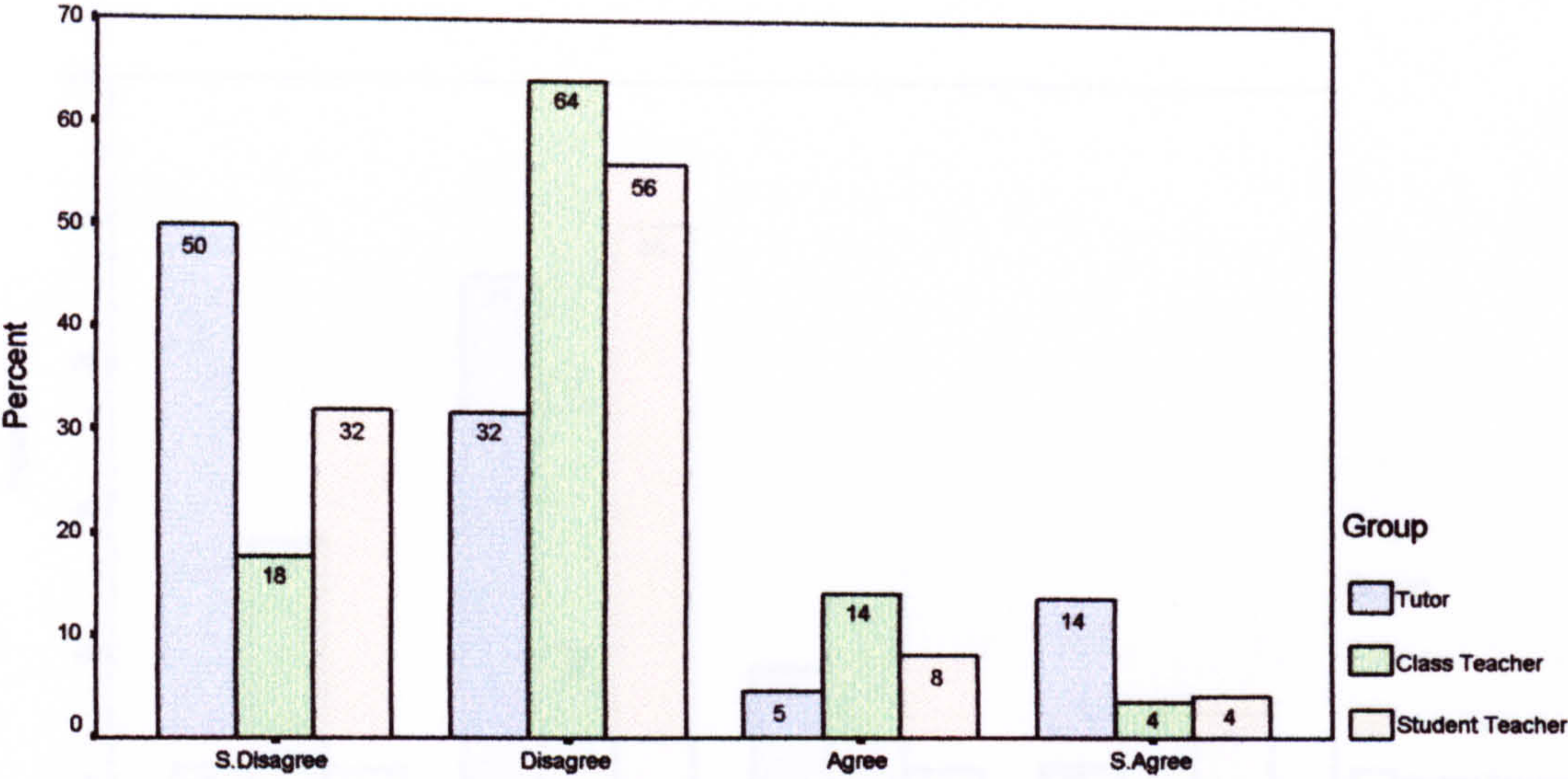
Gender	No of respondents	Was it your choice to join the Faculty of English?		Have you experience of using English apart from academic studies?		Have you experienced learning English in an English speaking country?	
		Yes	No	Yes	No	Yes	No
Female	17	12	5	3	14	2	15
Male	8	6	2	2	6	3	5
Total	25	18	7	5	20	5	20

(NOTE: The figures refer to frequencies of responses)

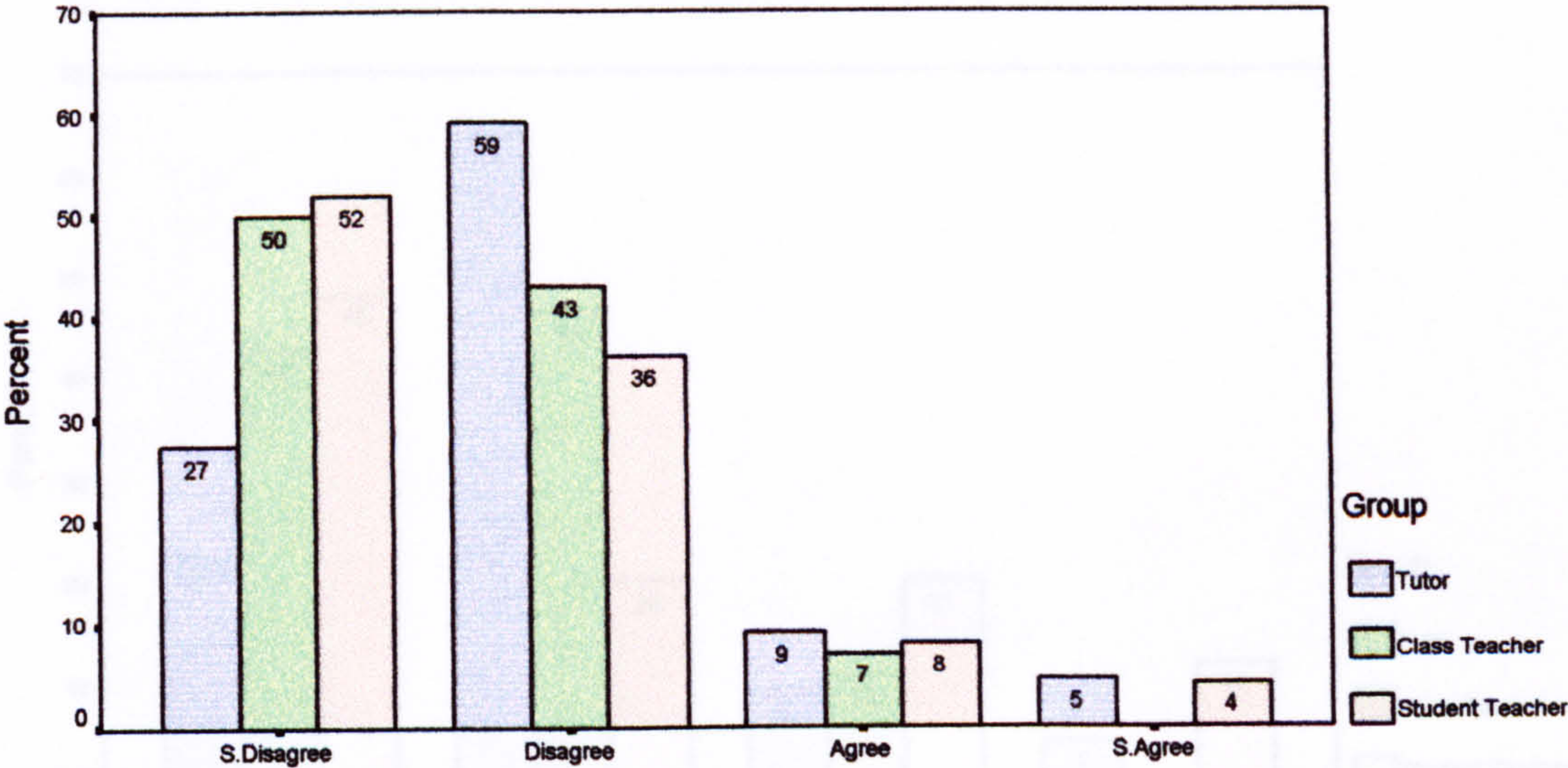
6.2.1.2 Student teachers' views about the objectives of the programme

Student teachers in the EFL teacher education programme, are normally concerned with what the programme would enable them to do and their awareness of this is important. This part of the questionnaire aims to ascertain their views about what they would gain from the programme.

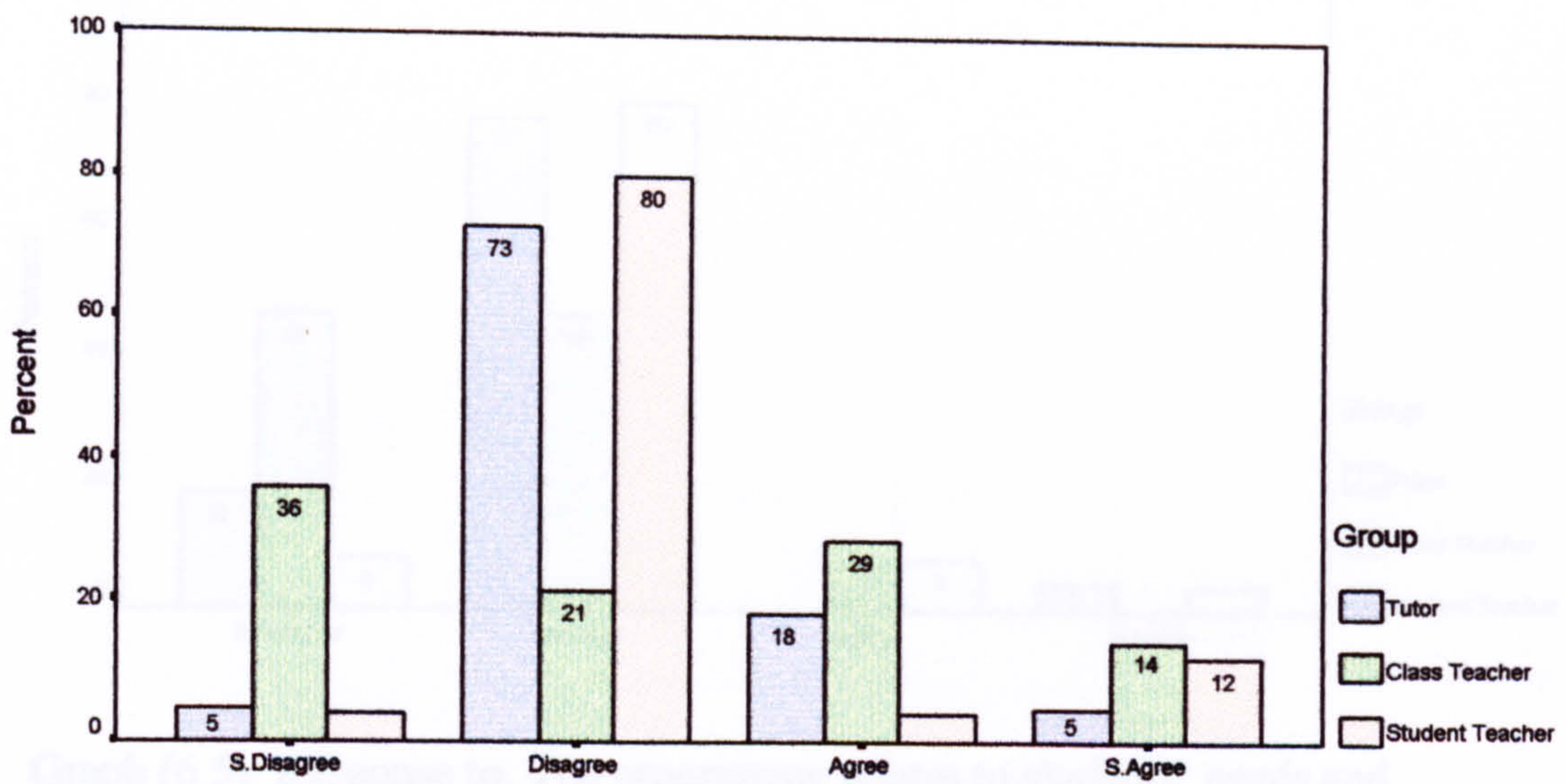
The graphs below represent the views of student teachers, tutors and classroom teachers about the objectives of the programme.



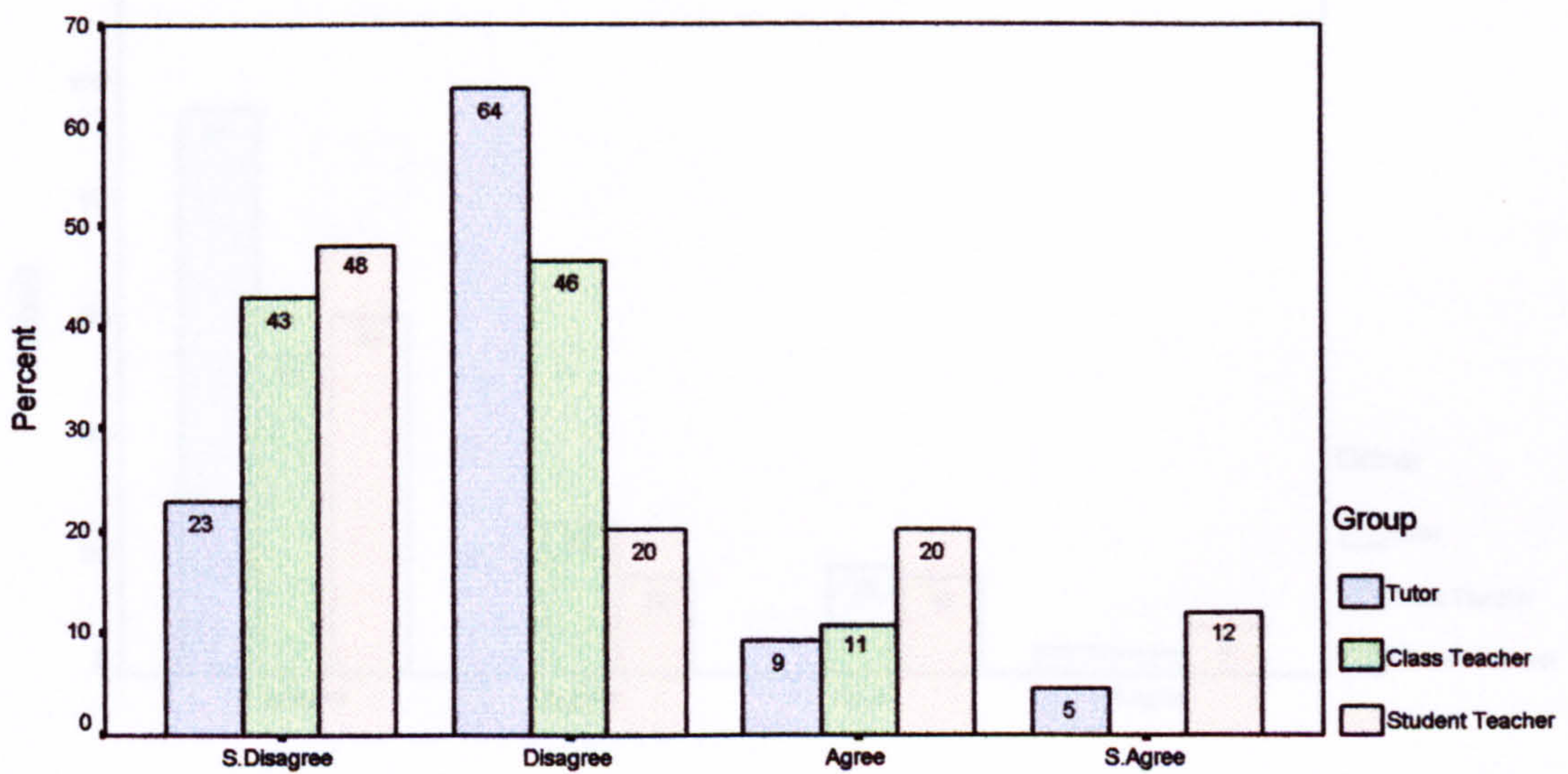
Graph (6.1): Response to: The programme enables students to be creative in producing materials suitable for classroom teaching.



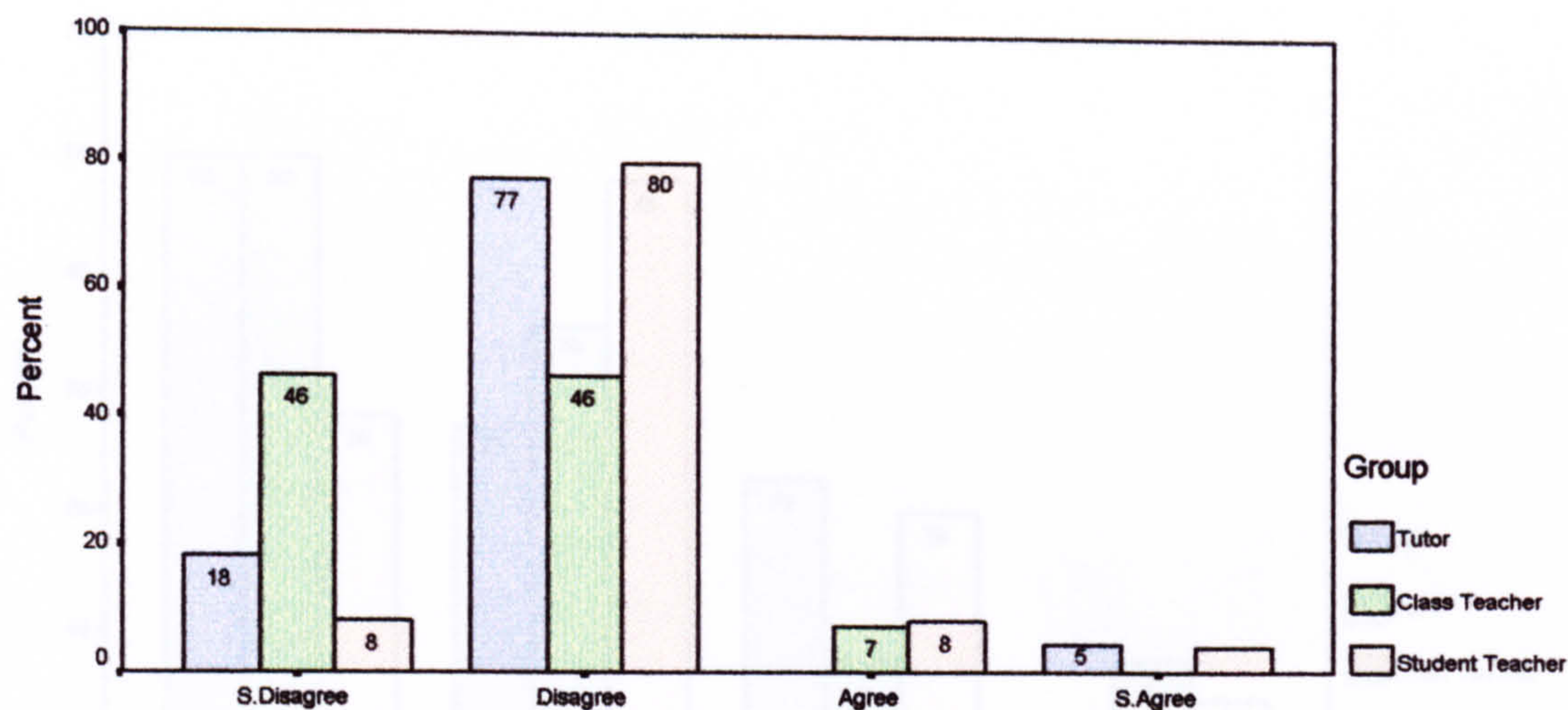
Graph (6.2): Response to: The programme enables students to contribute to the service of their community.



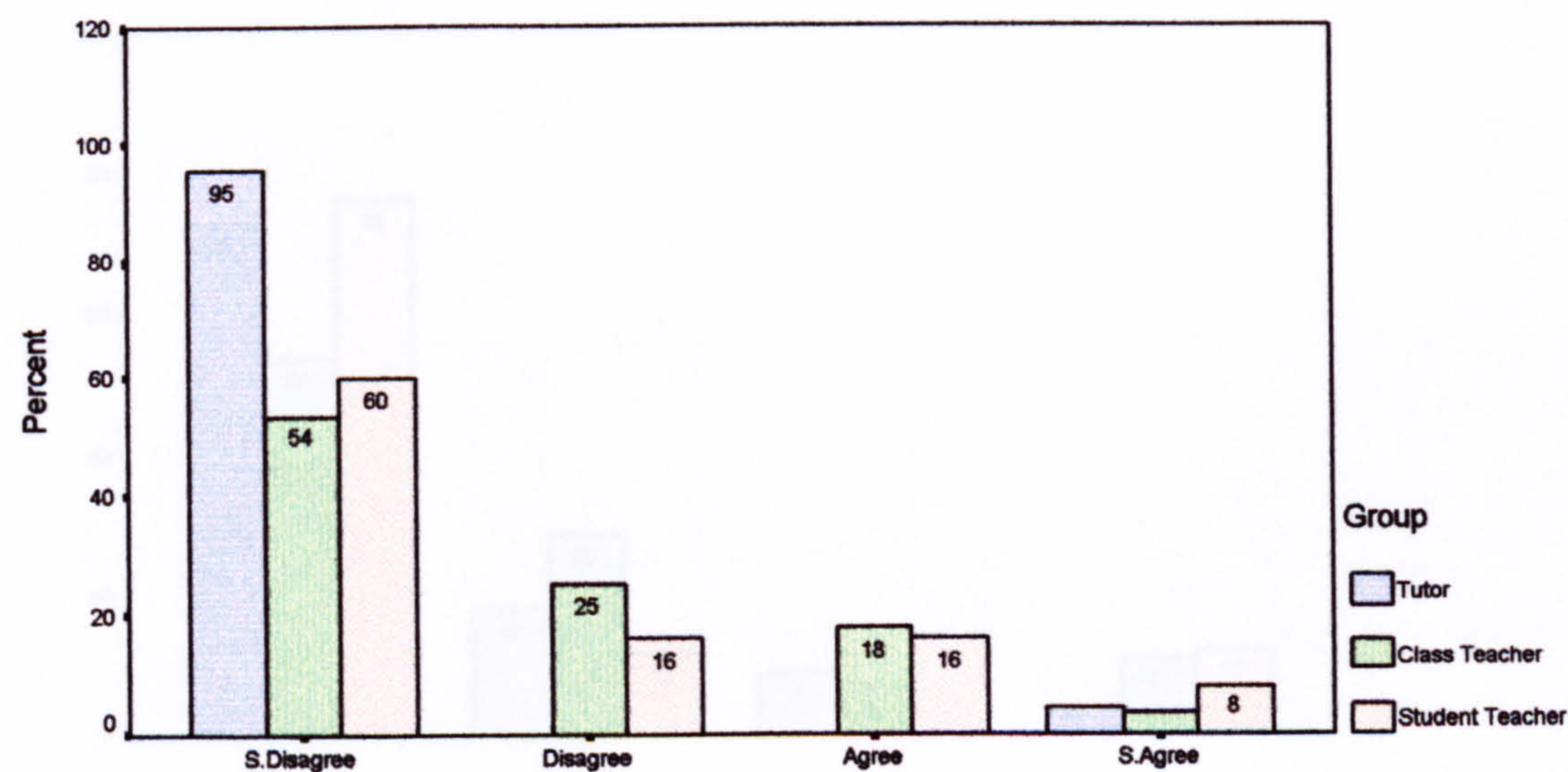
Graph (6.3): Response to: The programme enables student teachers to care about the individual differences among students.



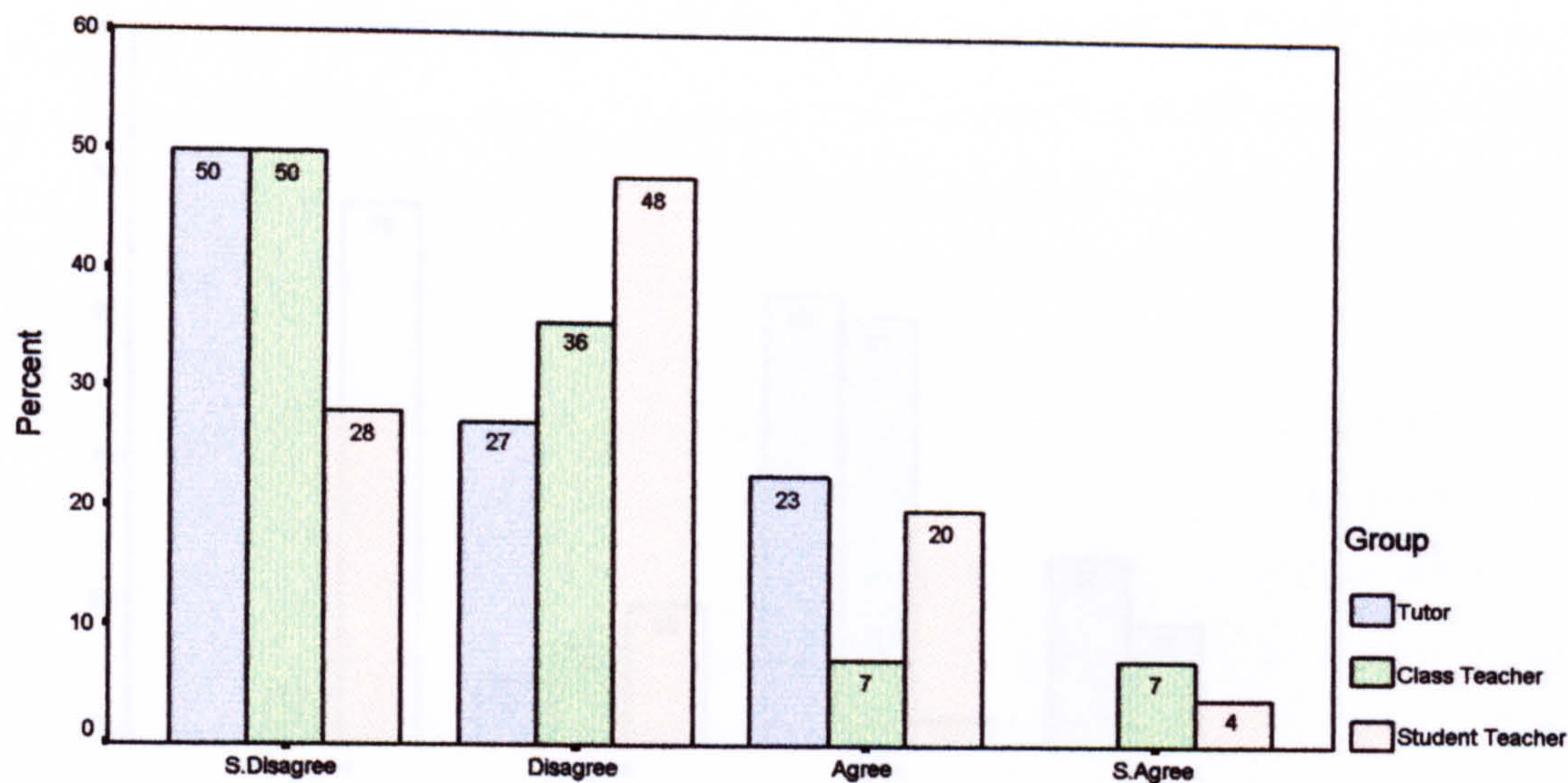
Graph (6.4): Response to: The programme enables students to access published materials in English.



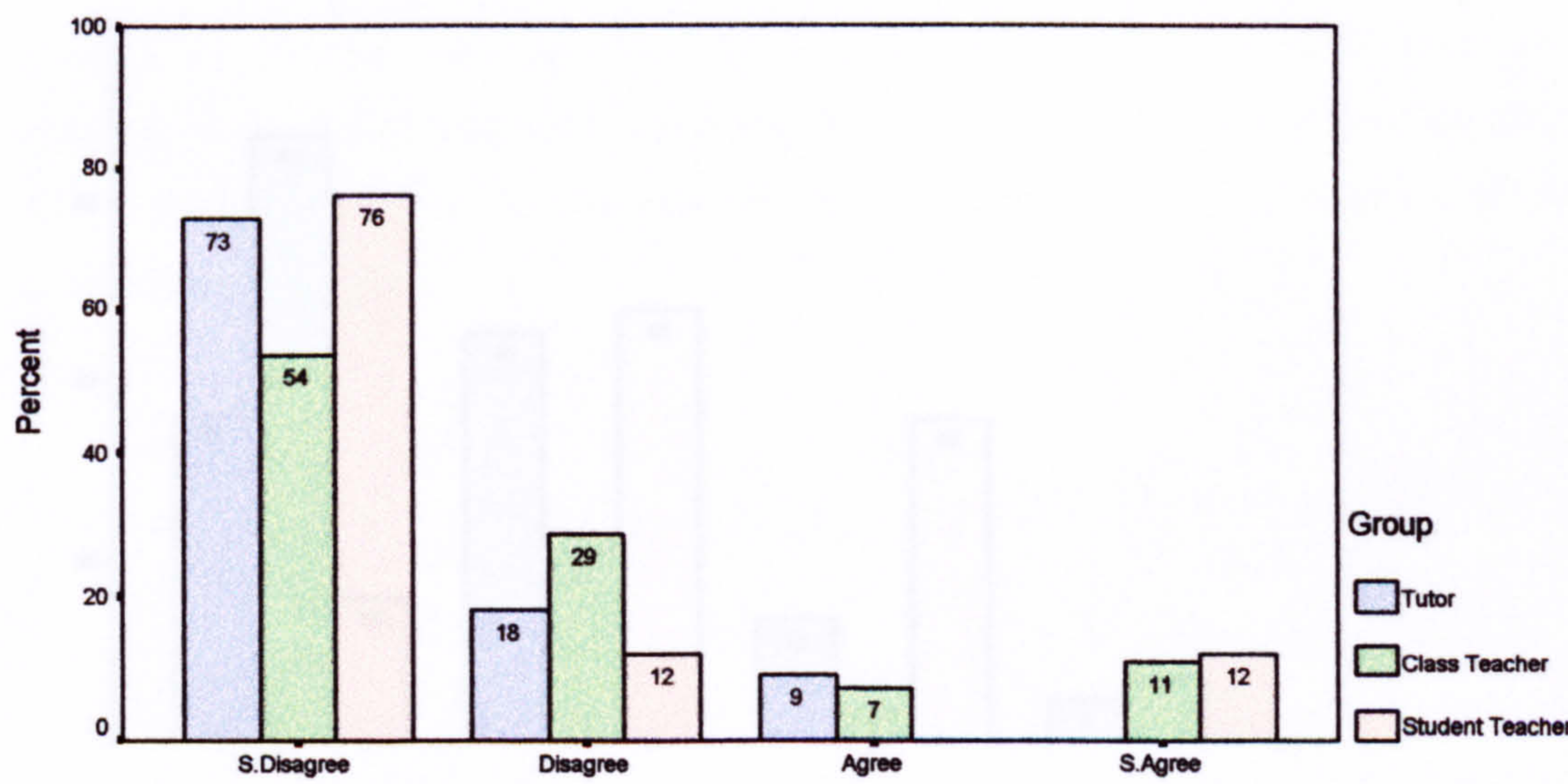
Graph (6.5): Response to: The programme relates to students' needs and interests.



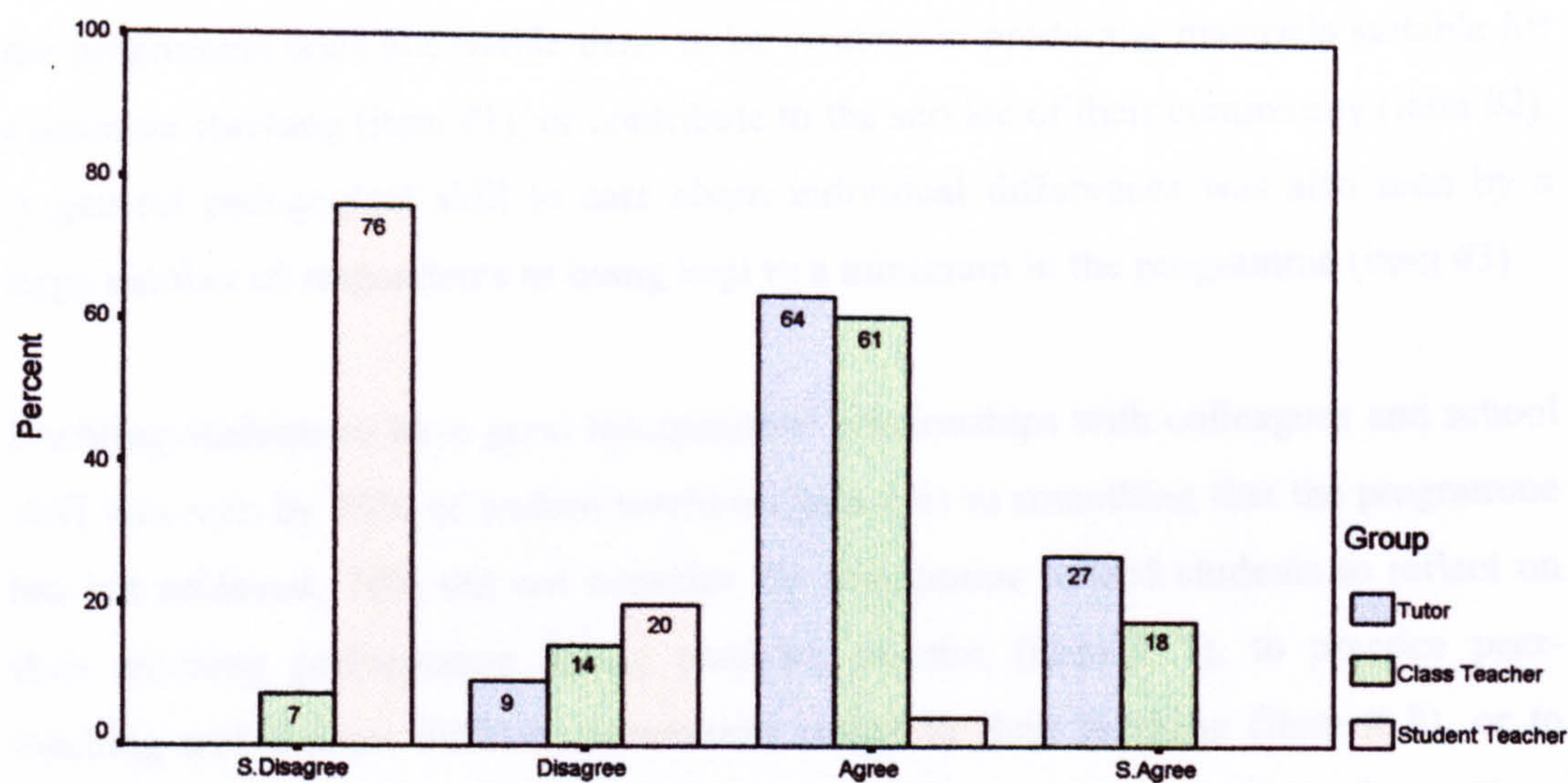
Graph (6.6): Response to: The programme helps students to establish a relationship with staff, colleagues and students.



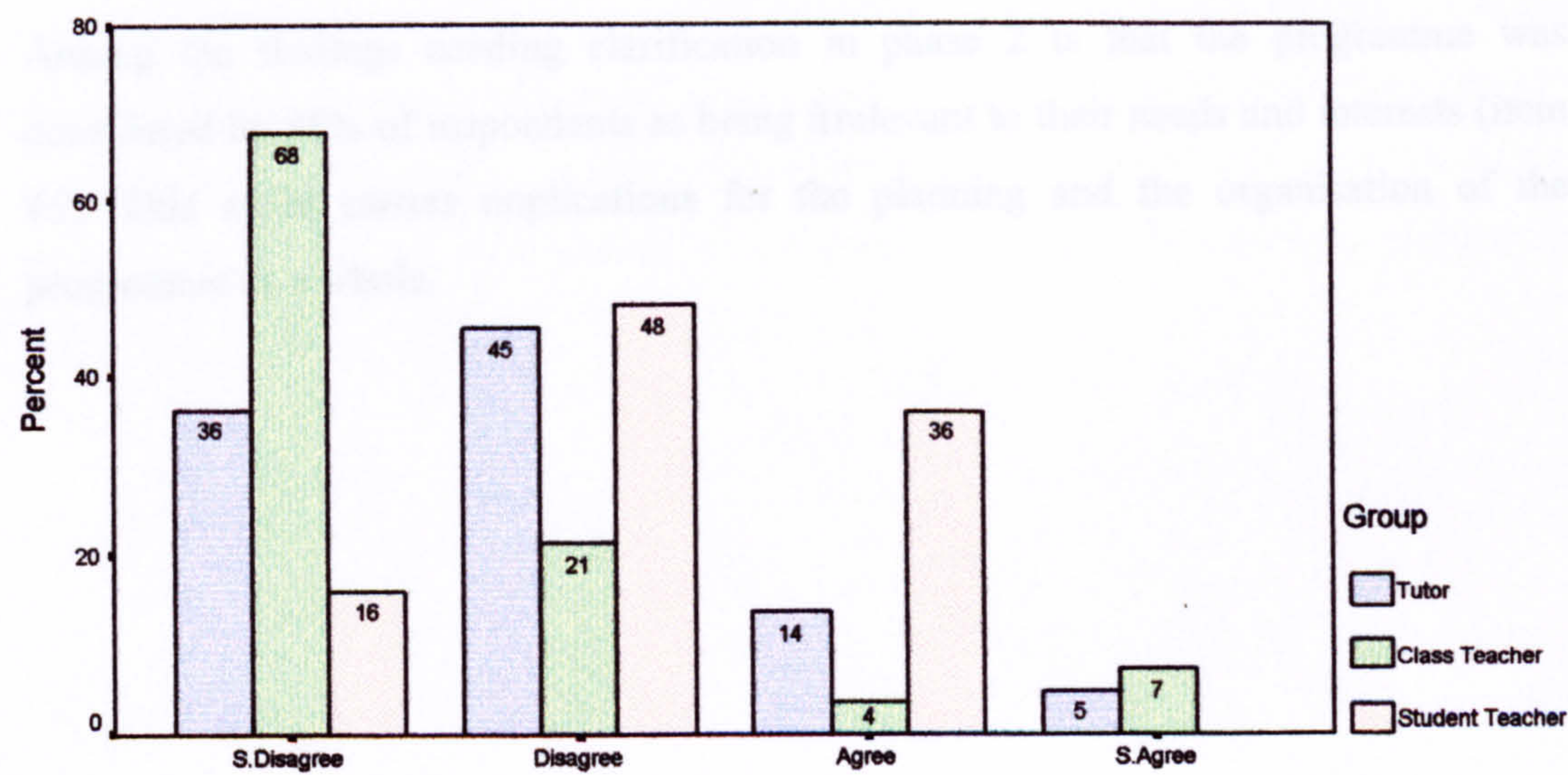
Graph (6.7): Response to: The programme enables students to be reflective on their own teaching performance during teaching practice.



Graph (6.8): Response to: The programme enables students to practice peer-teaching and discuss different viewpoints raised in their teaching performance.



Graph (6.9): Response to: The programme provides students with the knowledge to assess achievement, ability and progress of the students.



Graph (6.10): Response to: The programme enables students to communicate with native speakers to learn about their culture.

As indicated by Table 6.2, overleaf, a high percentage of respondents (88%) saw that the programme does not enable them to be creative in producing materials suitable for classroom teaching (item #1), or contribute to the service of their community (item #2). A general pedagogical skill to care about individual differences was also seen by a large number of respondents as being kept to a minimum in the programme (item #3).

Enabling students to have good interpersonal relationships with colleagues and school staff was seen by 76% of student teachers (item # 6) as something that the programme has not achieved, 76% did not consider the programme helped students to reflect on their teaching performance during teaching practice (item # 7), to practice peer-teaching and discuss different viewpoints raised in their teaching (item # 8), or to assess the achievements, ability and progress of their students/pupils in the future (item # 9).

A large number of respondents (68%) felt that they had no access to published materials in English that are necessary for their professional development. Less than half (36%) saw that the programme would enable them to communicate with native speakers and listen to and understand spoken English (item # 10).

Among the findings needing clarification in phase 2 is that the programme was considered by 88% of respondents as being irrelevant to their needs and interests (item #5). This again carries implications for the planning and the organisation of the programme as a whole.

Table 6.2
Responses of student teachers related to the objectives of the programme.

	The programme enables me to:	Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Be creative in producing materials suitable to classroom teaching.	4	8	56	32
2.	Contribute to the service of my community.	4	8	36	52
3	Care about the individual differences amongst students.	12	4	80	4
4.	Get access to published materials in the English language.	12	20	20	48
5.	Relate to my needs and interests.	4	8	80	8
6.	Establish a relationship with staff, colleagues and students.	8	16	16	60
7.	To be reflective on my own teaching performance during teaching practice sessions.	4	20	48	28
8.	Practice peer-teaching and discuss different viewpoints raised in my or my colleagues' teaching performance.	12	0	12	76
9.	Acquire the knowledge to assess the achievement, ability and progress of the students.	0	4	20	76
10	Communicate with native speakers to learn about their culture.	0	36	48	16

The t-test was carried out to find out whether there is any difference of opinion about the programme between males and females, and experienced and inexperienced student teachers in using English apart from academic studies. The descriptive analysis shown in Table 6.2a and the t-test results shows that there was no statistically significant difference between them.

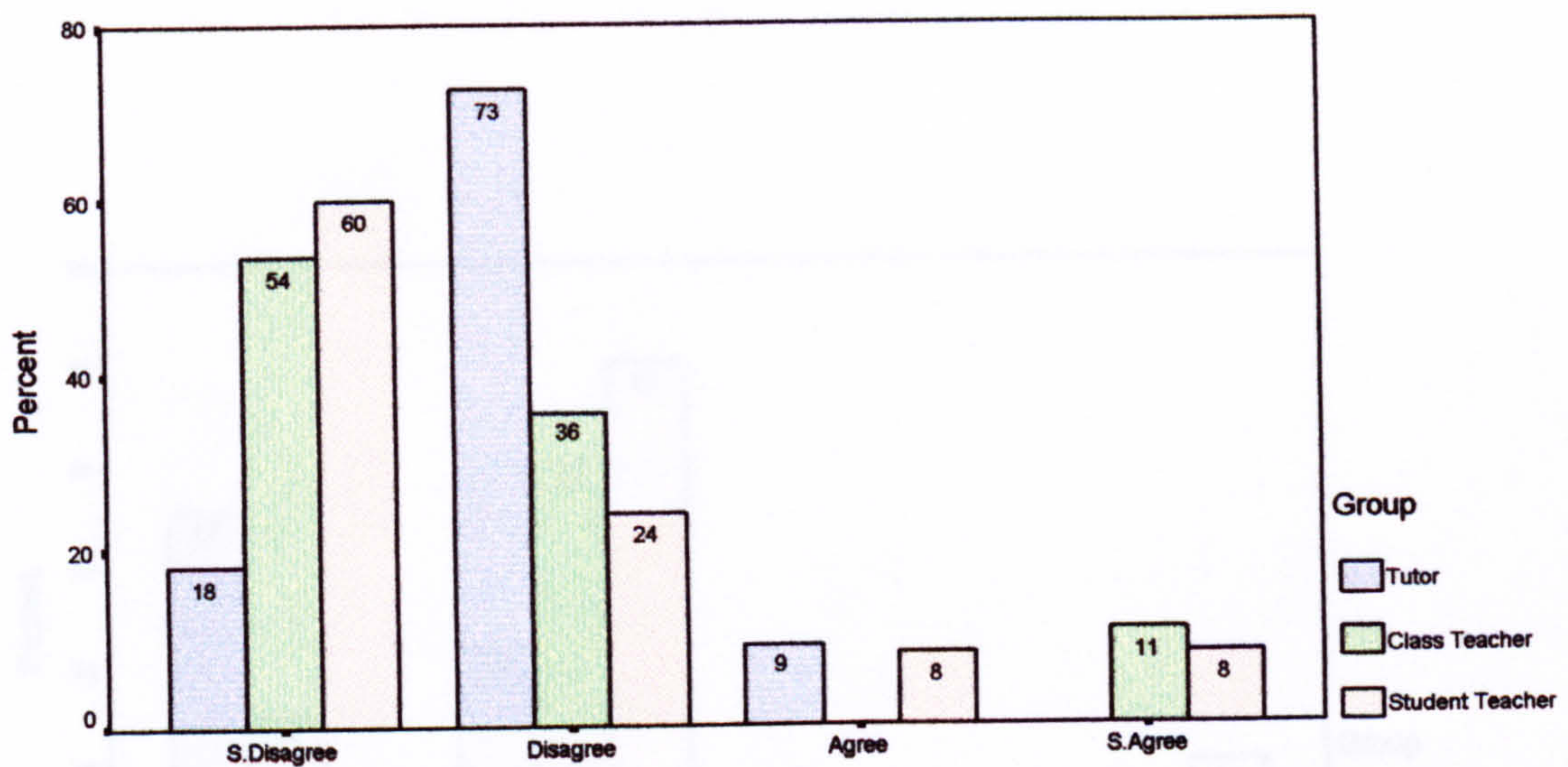
Table 6.2a
Differences in perception of the objectives of the programme between males and females and experienced and non-experienced student teachers in using English apart from academic studies.

The programme...		Mean		t-value	Mean		t-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1.	Enables me to be creative in producing materials suitable for classroom teaching.	1.88	1.82	.437	1.8	1.85	-.131	23
2.	Enables me to contribute to the service of my community.	1.63	1.65	.377	1.6	1.65	-.121	23
3	Enables me to care about the individual differences amongst students.	2.25	2.24	.376	2.00	2.30	-.824	23
4.	Enables me to access published materials in the English language.	2.00	1.94	.648	2.00	1.95	.089	23
5.	Relates to my needs and interests.	2.13	2.06	.238	1.80	2.15	-1.238	23
6.	Helps me to establish a relationship with staff, colleagues and students.	1.75	1.71	.637	1.80	1.70	.192	23
7.	Enables me to be reflective on my own teaching performance during teaching practice.	2.13	1.94	.572	2.20	1.95	.805	23
8.	Enables me to practice peer-teaching and discuss different viewpoints raised in my or my colleagues' teaching performance.	1.50	1.47	.919	1.40	1.50	.348	23
9.	Provides me with the knowledge to assess the achievement, ability and progress of the students.	1.38	1.24	.14	1.4	1.25	.639	23
10	Enables me to communicate with native speakers to learn about their culture.	2.25	2.18	.914	2.20	2.20	.693	23

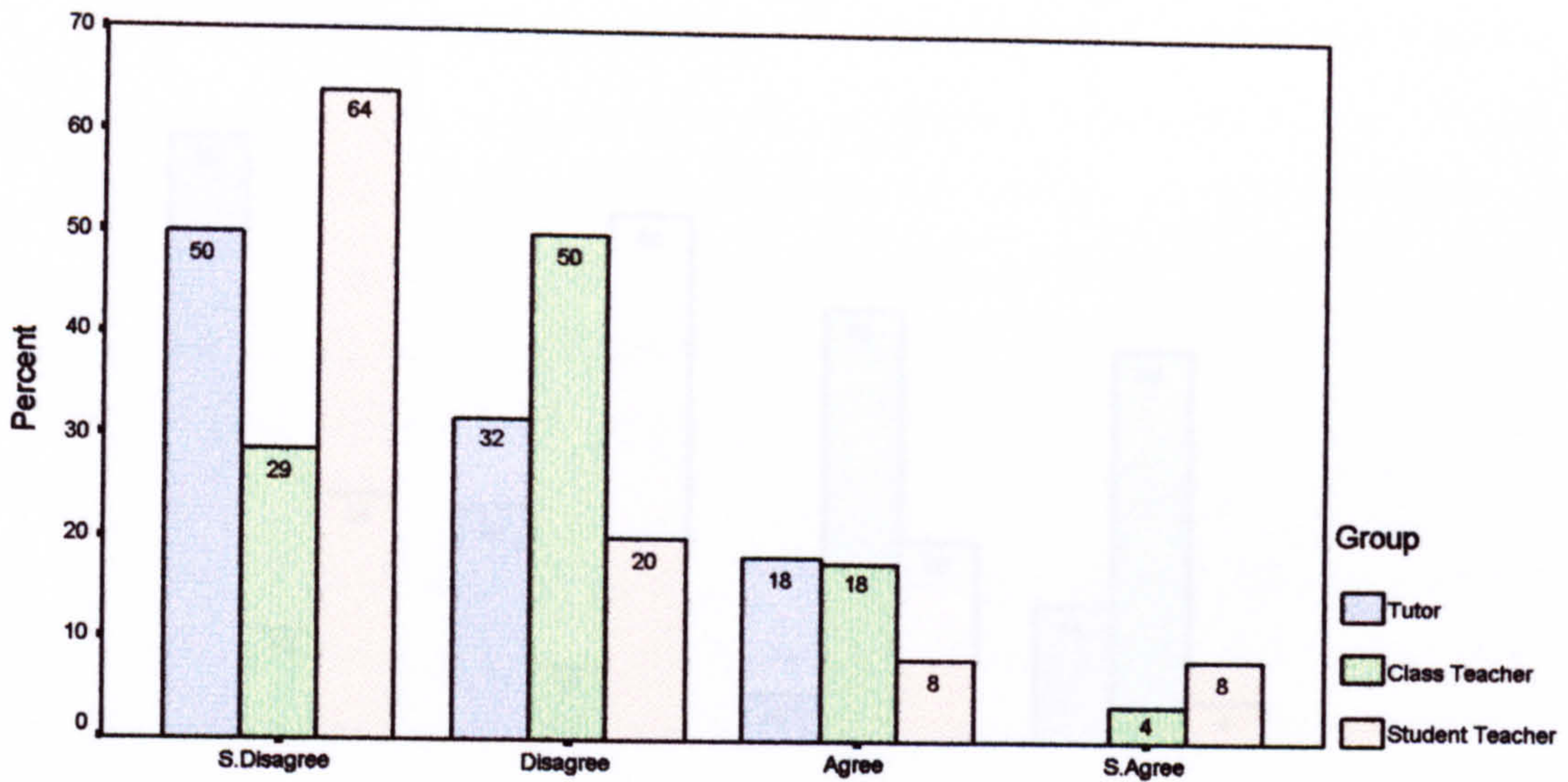
6.2.1.3 Student teachers' views about the school selected for teaching practice

The role played by the school selected for teaching practice is important. This questionnaire aimed to assess what students think about the role played by the selected schools in their socialisation as potential EFL teachers. The distribution of students to different schools for teaching practice occurs in a mandatory fashion. Students do not have a say in the choice of schools.

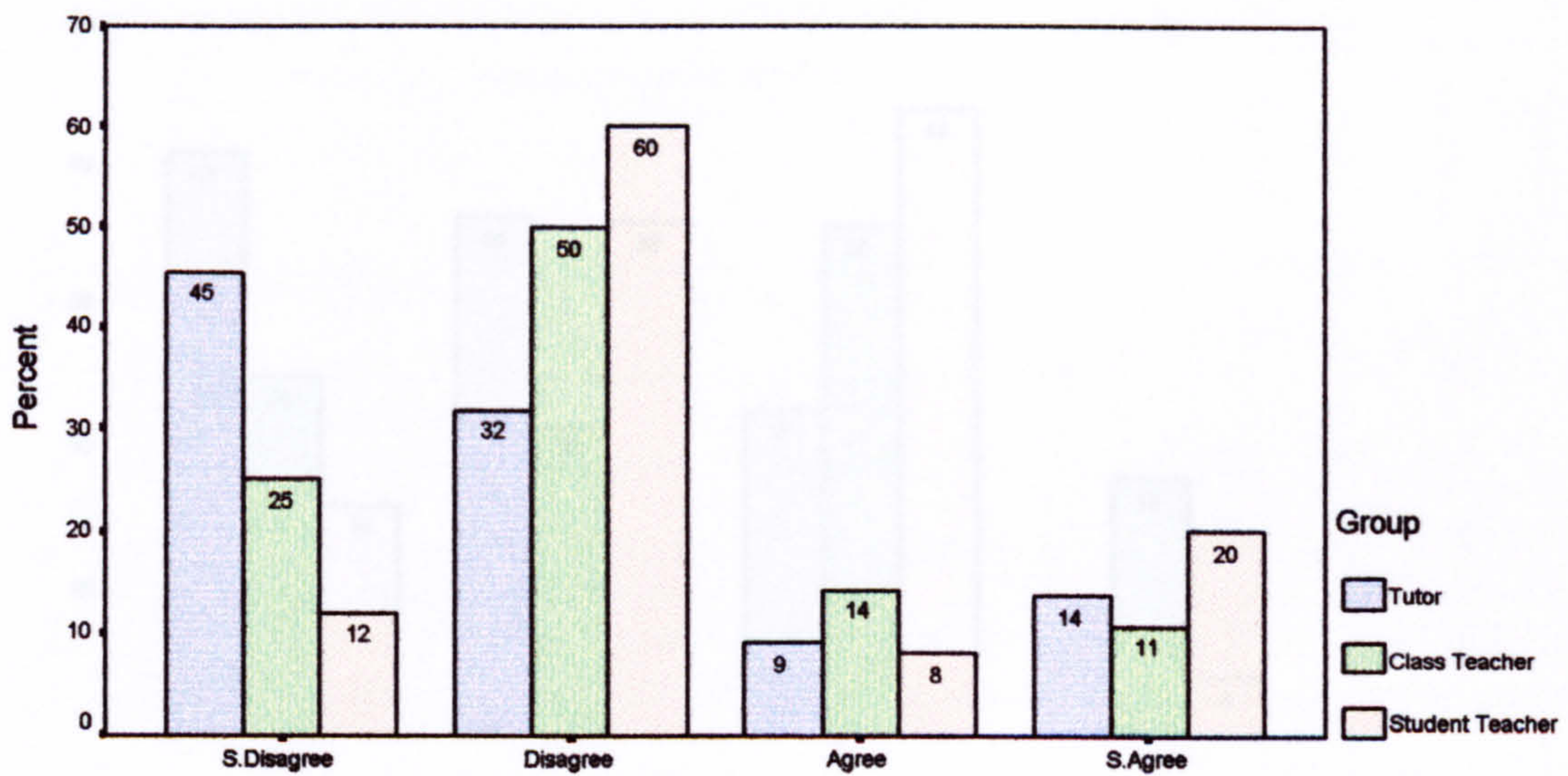
The graphs below represent views of student teachers, tutors and classroom teachers about the school selected for teaching practice.



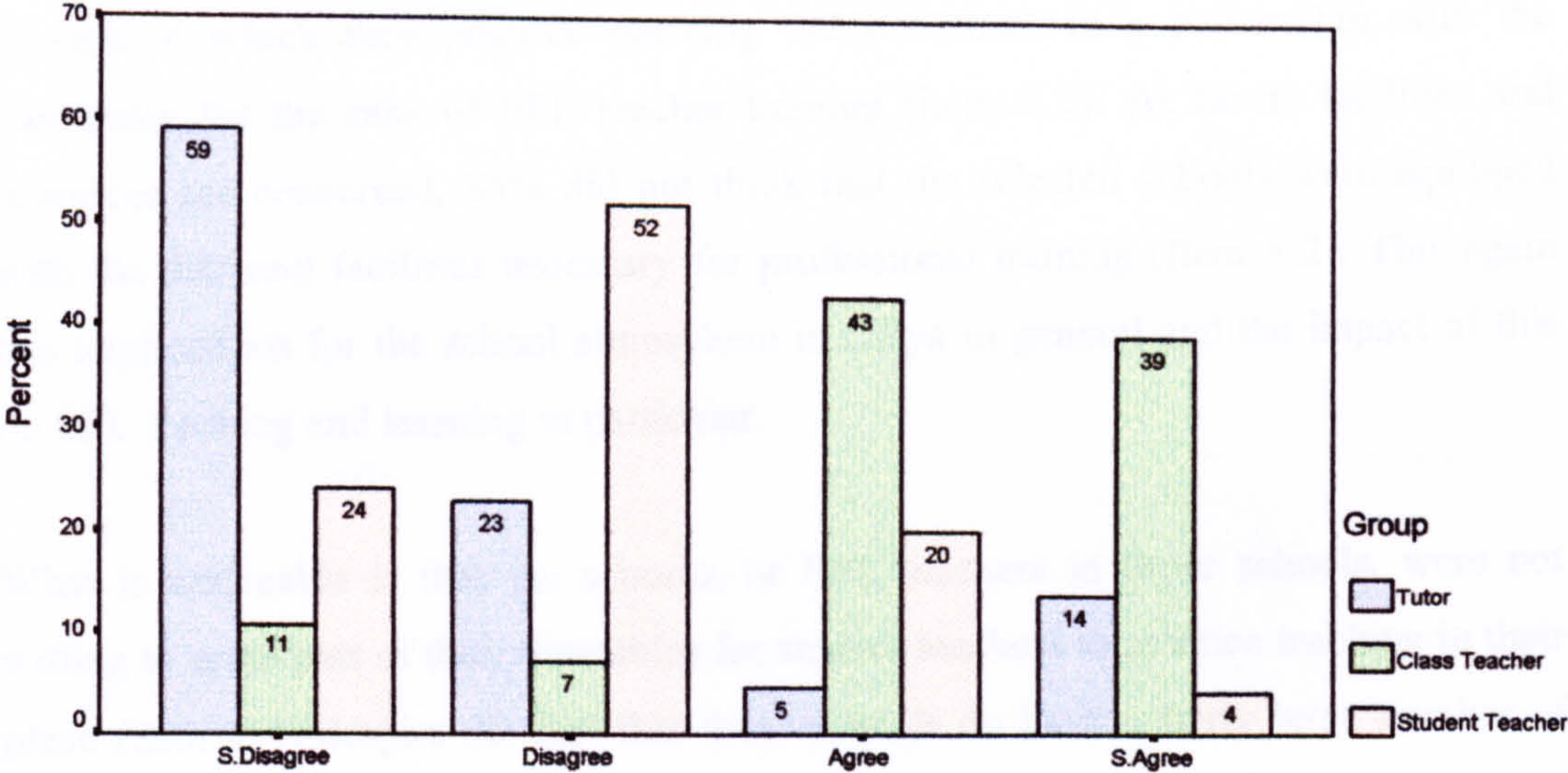
Graph (6.11): Response to: The school selected for teaching practice shares partnership for EFL teachers' training.



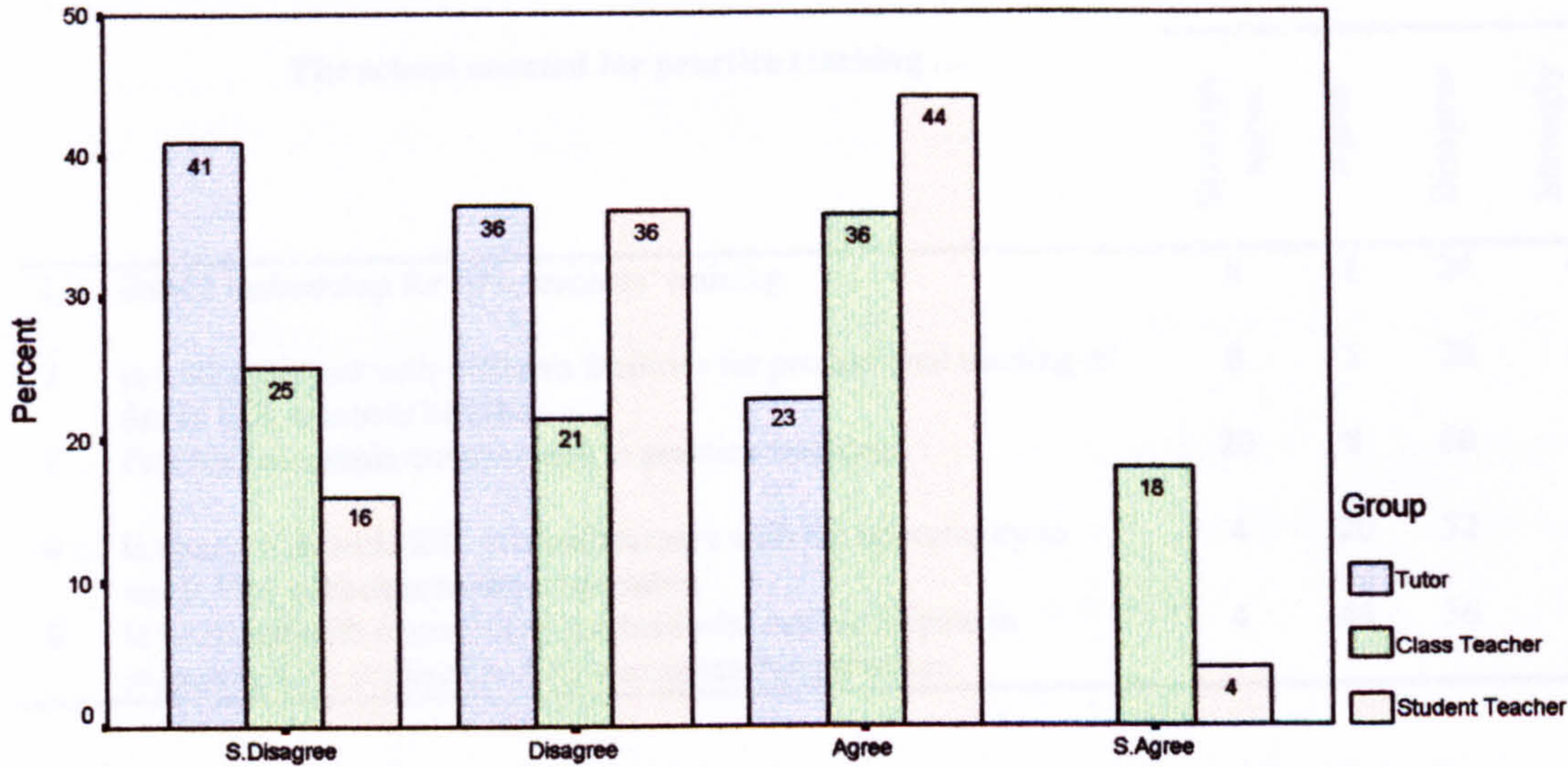
Graph (6.12): Response to: The school selected for teaching practice is well equipped with different facilities for professional training of future EFL teachers.



Graph (6.13): Response to: The school selected for teaching practice provides EFL teachers with a suitable environment to practice teaching.



Graph (6.14): Response to: The school selected for teaching practice is ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.



Graph (6.15): Response to: The school selected for teaching practice is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice.

The figures in table 6.3 show that the majority of student teachers (84%) saw that the schools in which they practice teaching did not share in a partnership with the University for the sake of EFL teacher training (item # 1). As far as facilities and resources are concerned, 84% did not think that the selected schools were equipped with the different facilities necessary for professional training (Item # 2). This again has implications for the school atmosphere in Libya in general and the impact of this on EFL teaching and learning in particular.

What is noticeable is that the schools, or EFL teachers in those schools, were not willing to spare part of their timetables for student teachers to practice teaching in their place (item # 4) despite the fact that these schools do have a fairly large number of experienced teachers, as indicated by almost half the respondents (48%) (item # 5). Student teachers were pessimistic about what the selected schools offer them for their preparation and professional development as EFL teachers.

Table 6.3
Student teachers' views about the school selected for teaching practice.

The school selected for practice teaching ...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Shares partnership for EFL teachers' training.	8	8	24	60
2	Is well equipped with different facilities for professional training of future EFL teachers like me.	8	8	20	64
3	Provides a suitable environment to practice teaching.	20	8	60	12
4	Is ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.	4	20	52	24
5	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice.	4	44	36	16

The Table 6.3a below shows the descriptive analysis of male and female, experienced and non-experienced student teachers' attitudes towards the school selected for teaching practice. No statistical significance could be found in the T-test results.

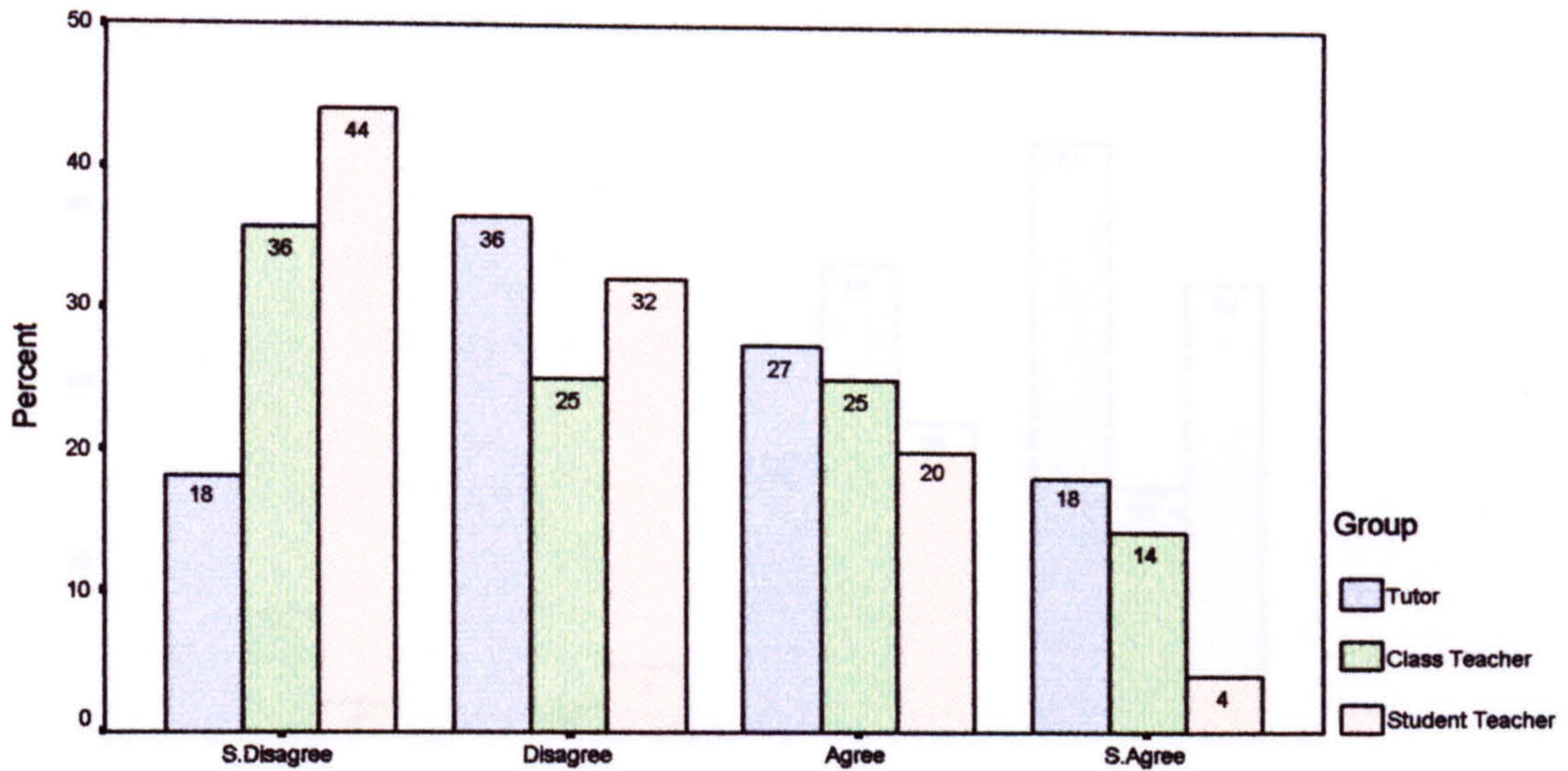
Table 6.3a
Differences in perception of the school selected for teaching practice between male and female and experienced and non-experienced student teachers.

The school selected for practice teaching ...		Mean		T-value	Mean		T-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1.	Shares partnership for EFL teachers' training.	1.75	1.59	.291	1.60	1.65	.830	23
2.	Is well equipped with different facilities for professional training of future EFL teachers like me.	1.75	1.53	.288	1.60	1.60	.833	23
3	Provides a suitable environment to practice teaching.	2.50	2.29	.444	2.60	2.30	.094	23
4.	Is ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.	2.25	1.94	.750	2.20	2.00	.634	23
5.	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice sessions.	2.38	2.35	.846	2.40	2.35	.864	23

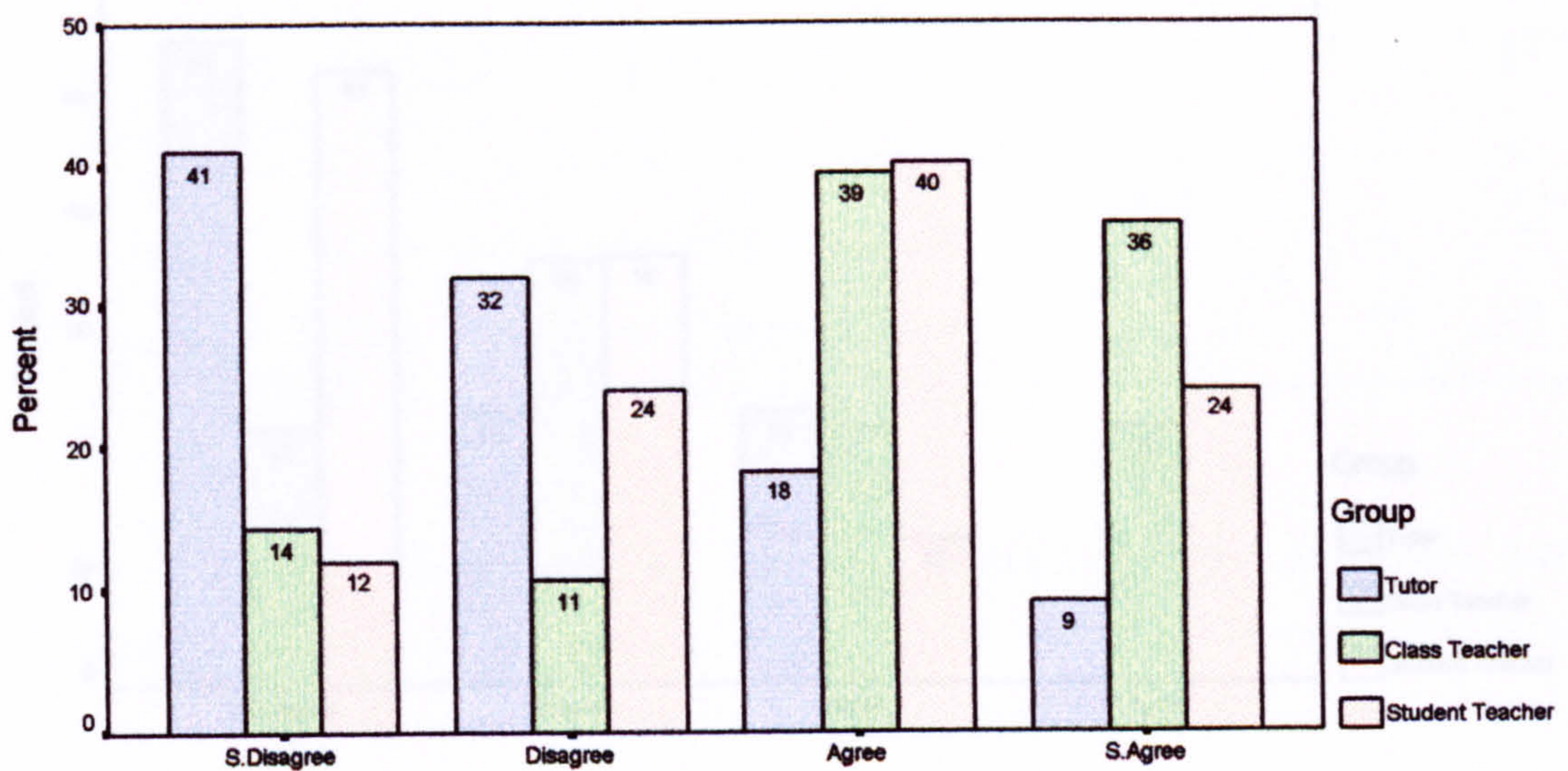
6.2.1.4 Student teachers' views about the criteria used for the assessment of their achievement

In Libya it has been the case that students do not have a say in the way their achievement is assessed (see Appendix (1)). This part of the questionnaire aimed to ascertain students' perceptions concerning how they are assessed.

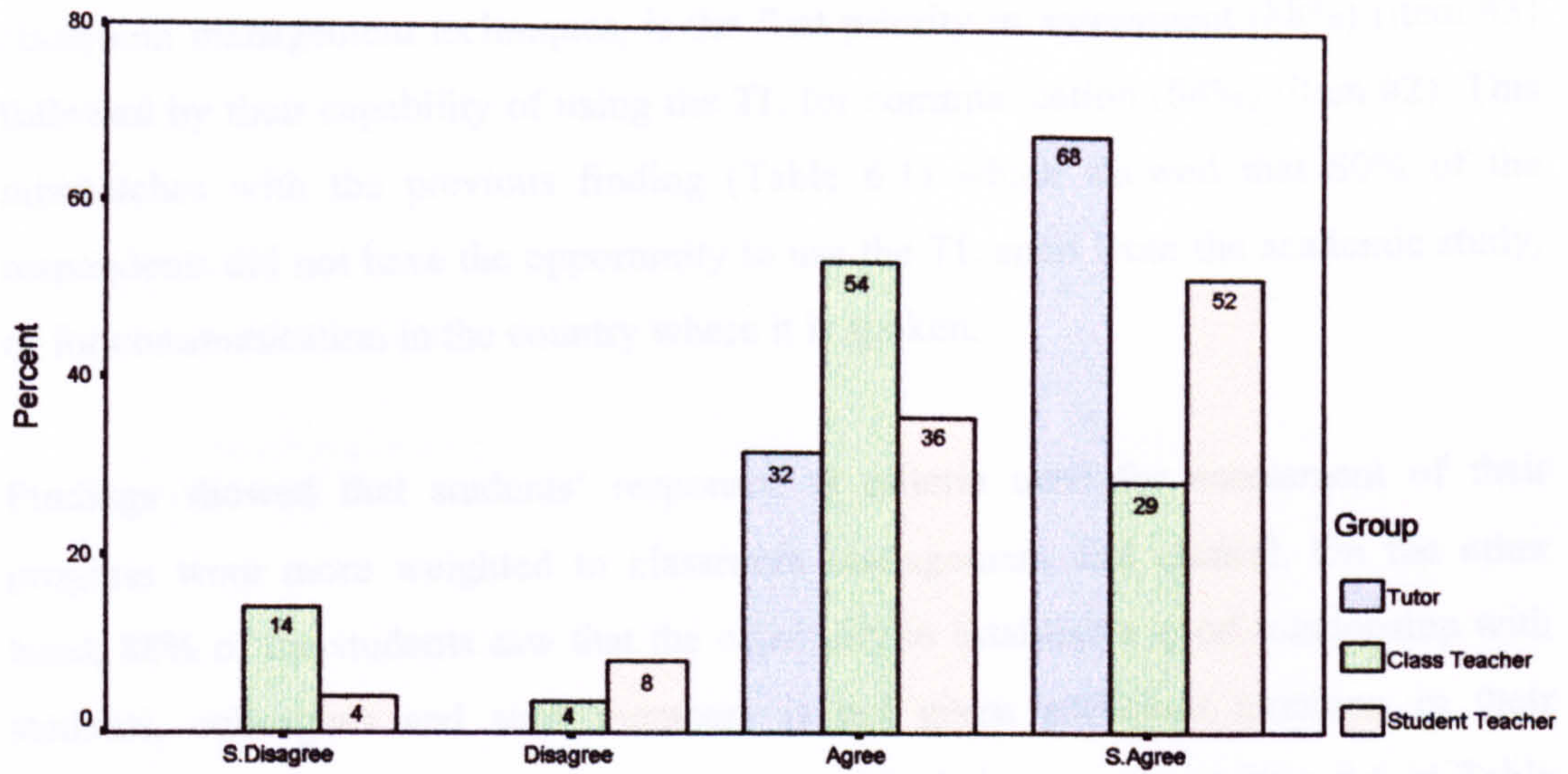
The graphs overleaf represent the views of student teachers, tutors and classroom teachers about the criteria used for the assessment of student teachers.



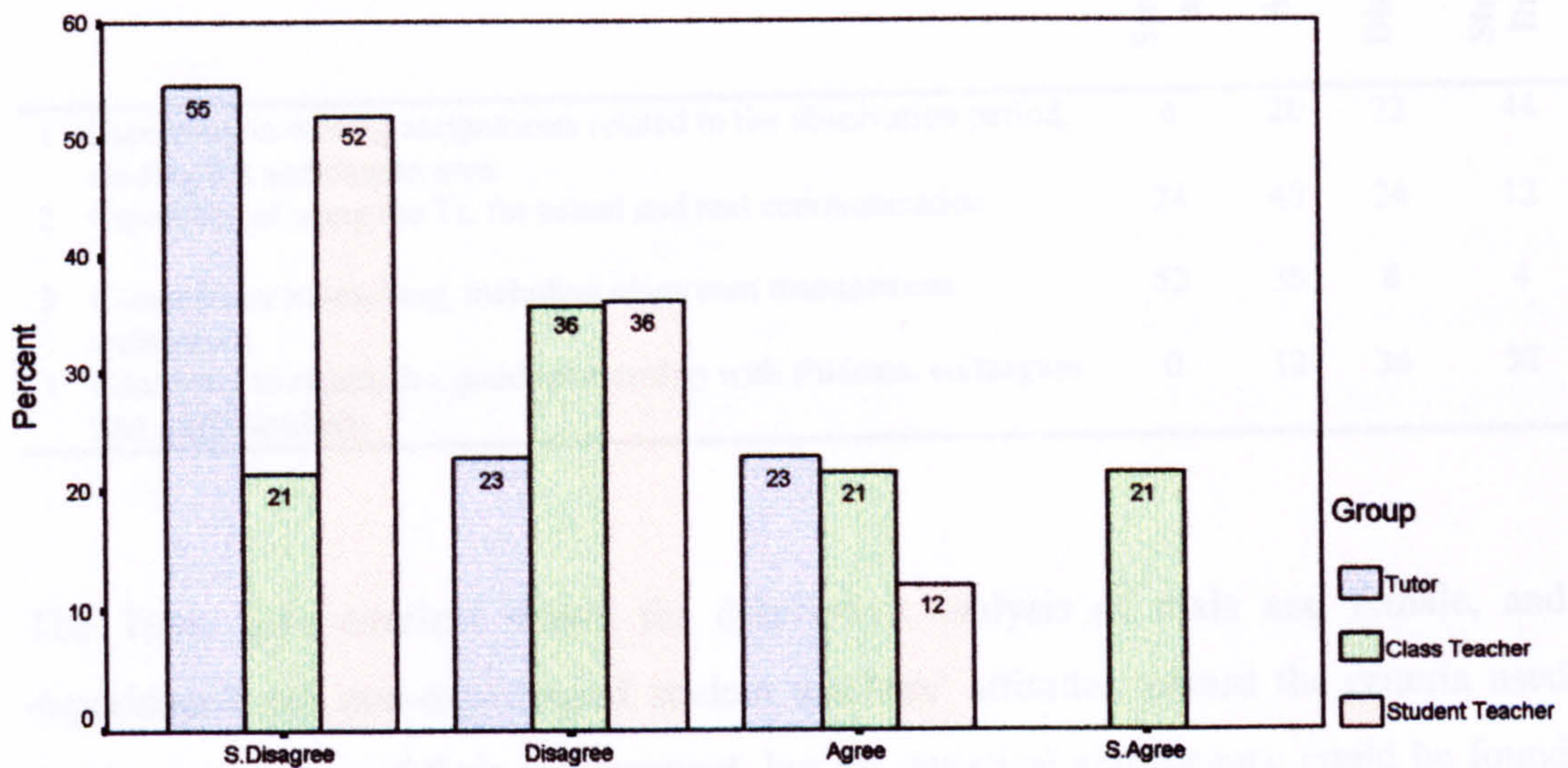
Graph (6.16): Response to: Achievement and progress are assessed on students' capability in writing assignments related to the observation period, reading list and chosen area.



Graph (6.17): Response to: The achievement and progress is assessed on students' capability of using the TL for actual and real communication.



Graph (6.18): Response to: The achievement and progress is assessed on students' competency in teaching, including classroom management techniques.



Graph (6.19): Response to: The achievement and progress is assessed on students' capability to establish good relationships with students, colleagues and staff members

The figures in table 6.4 show that students’ competency in teaching, including classroom management techniques, is the first priority in assessment (88%) (item #3) followed by their capability of using the TL for communication (64%) (item #2). This mismatches with the previous finding (Table 6.1) which showed that 80% of the respondents did not have the opportunity to use the TL apart from the academic study, or for communication in the country where it is spoken.

Findings showed that students’ responses to criteria used for assessment of their progress were more weighted to classroom management and control. On the other hand, 88% of the students saw that the capability to establish a good relationship with students, colleagues and staff members is not given sufficient attention in their assessment (item #4). This response concurs with their response to item # 6 in Table 6.2.

Table 6.4
Student teachers’ views about the criteria used for the assessment of their achievement

My achievement or progress is assessed based on...	Responses in f percentage			
	Strongly agree	Agree	Disagree	Strongly Disagree
1 Capability in writing assignments related to the observation period, reading list and chosen area.	4	20	32	44
2 Capability of using the TL for actual and real communication.	24	40	24	12
3 Competency in teaching, including classroom management techniques.	52	36	8	4
4 Capability to establish a good relationship with students, colleagues and staff members.	0	12	36	52

The Table 6.4a overleaf shows the descriptive analysis of male and female, and experienced and non-experienced student teachers’ attitudes toward the criteria used for the assessment of their achievement, but no statistical significance could be found in the T-test results.

Table 6.4a

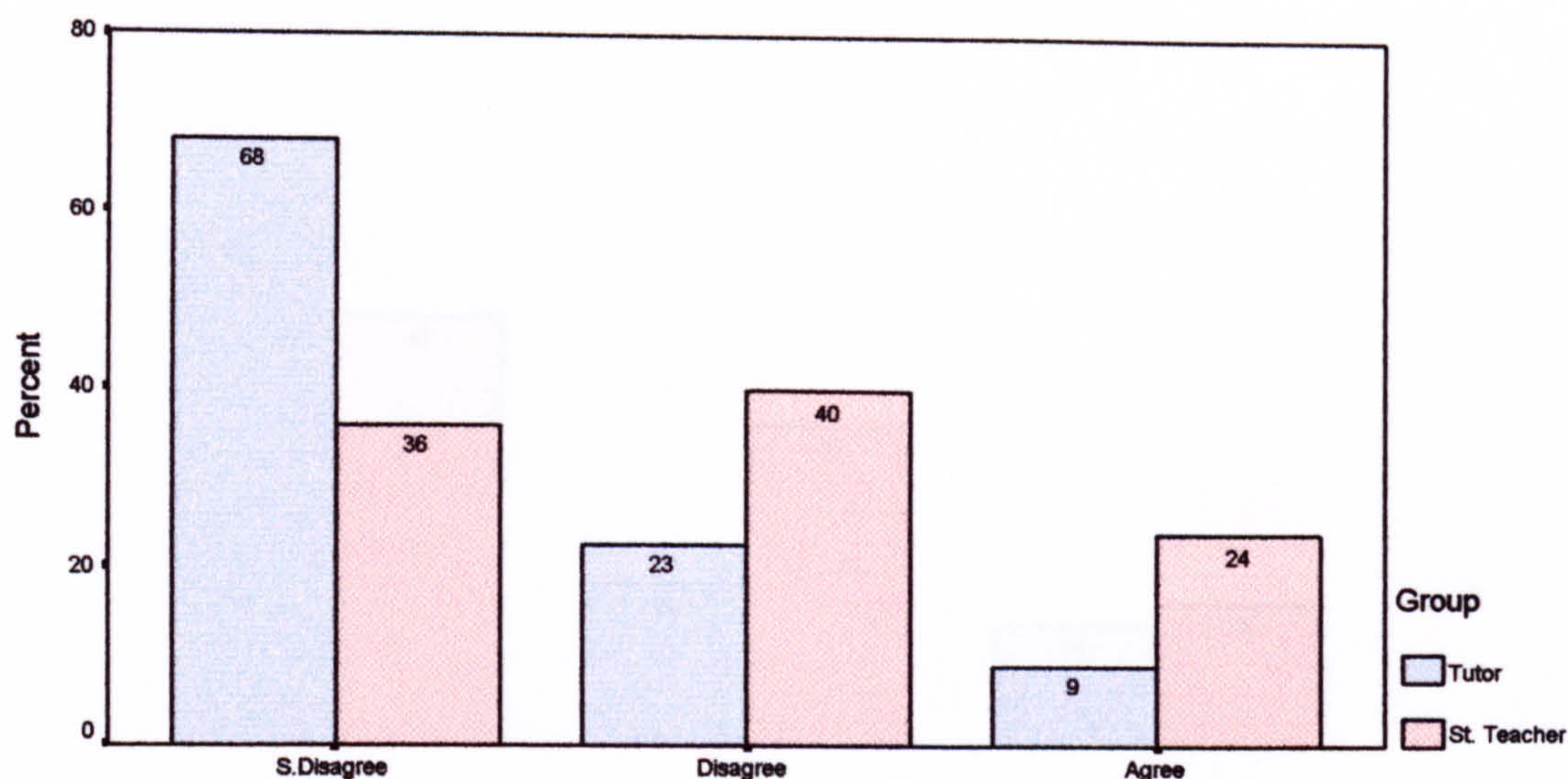
Differences in perception of the criteria used for the assessment of the achievement between male and female and experienced and non-experienced student teachers.

My achievement or progress is assessed based on.....		Mean		t-value	Mean		t-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1.	Capability in writing assignments related to the observation period, reading list and chosen area.	2.00	1.76	.889	2.00	1.80	.749	23
2.	Capability of using the TL for actual and real communication.	2.75	2.76	.876	2.80	2.75	.253	23
3	Competency in teaching, including classroom management techniques.	3.25	3.41	.510	3.20	3.40	.089	23
4.	Capability to establish a good relationship with students, colleagues and staff members.	1.50	1.65	.910	1.60	1.60	.250	23

6.2.1.5 Student teachers' views about the academic role of the University tutor

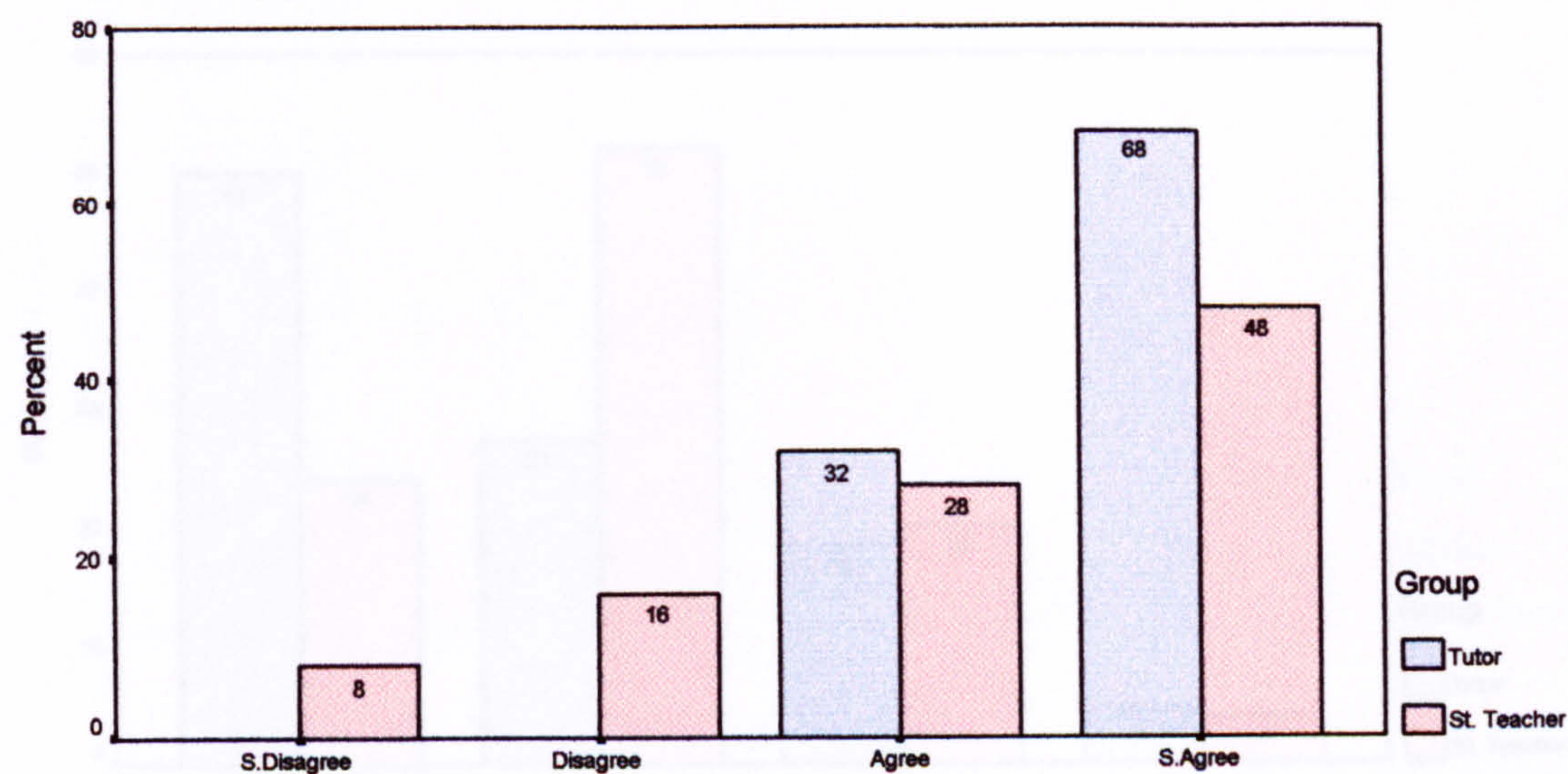
Assessing student teachers' perceptions of the academic role played by the University tutor in their socialisation as potential EFL teachers is important. This addresses aspects of the role that the University tutor plays in the education of student teachers. These include roles related to the academic preparation and related to the professional preparation.

The graphs overleaf represent the views of student teachers and tutors about the academic role of the University tutor.



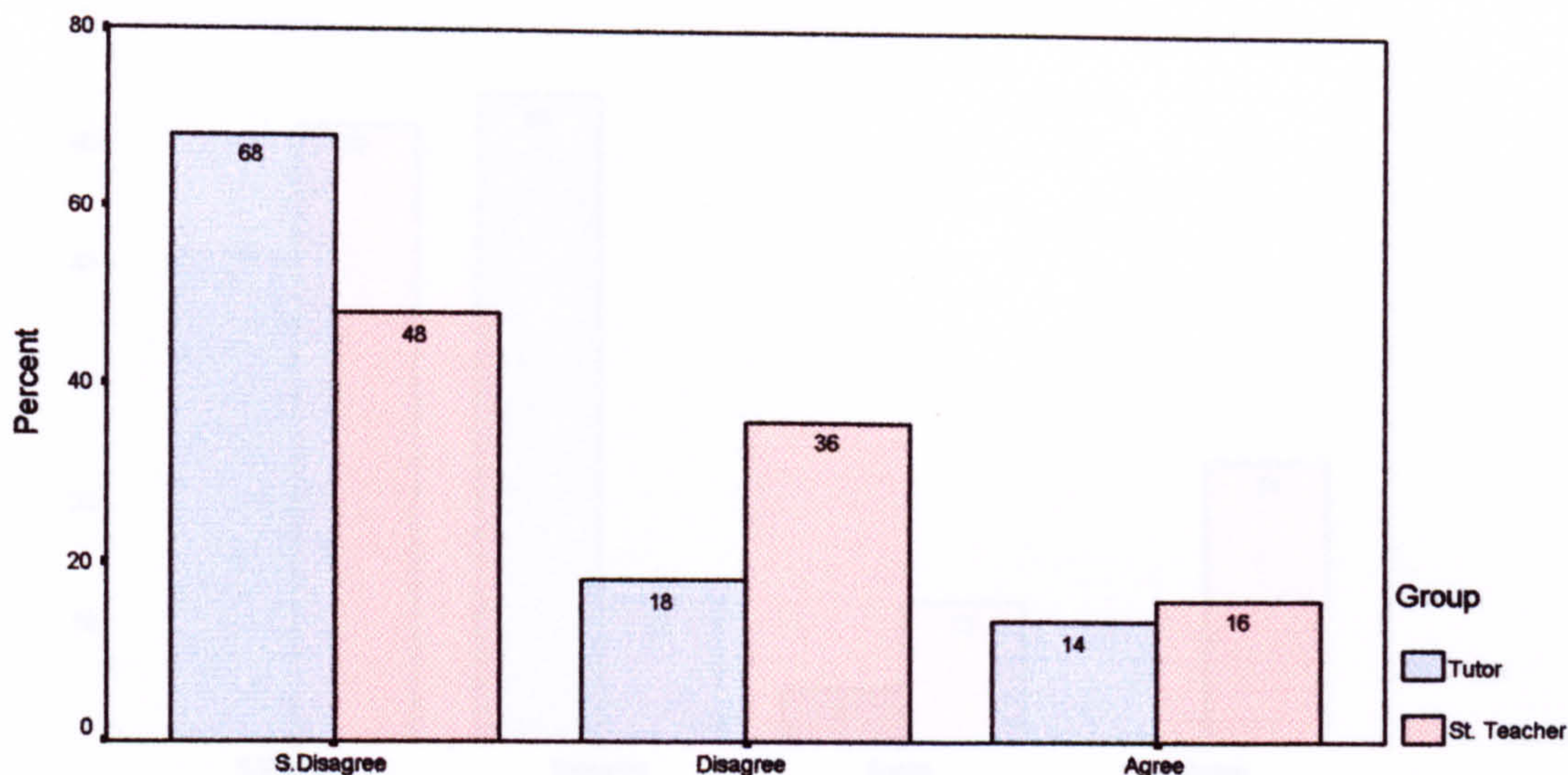
Graph (6.20)

Response to: The academic role of the University tutor is represented in helping the student teacher to teach English language within the framework of the Secondary school curriculum and policy.



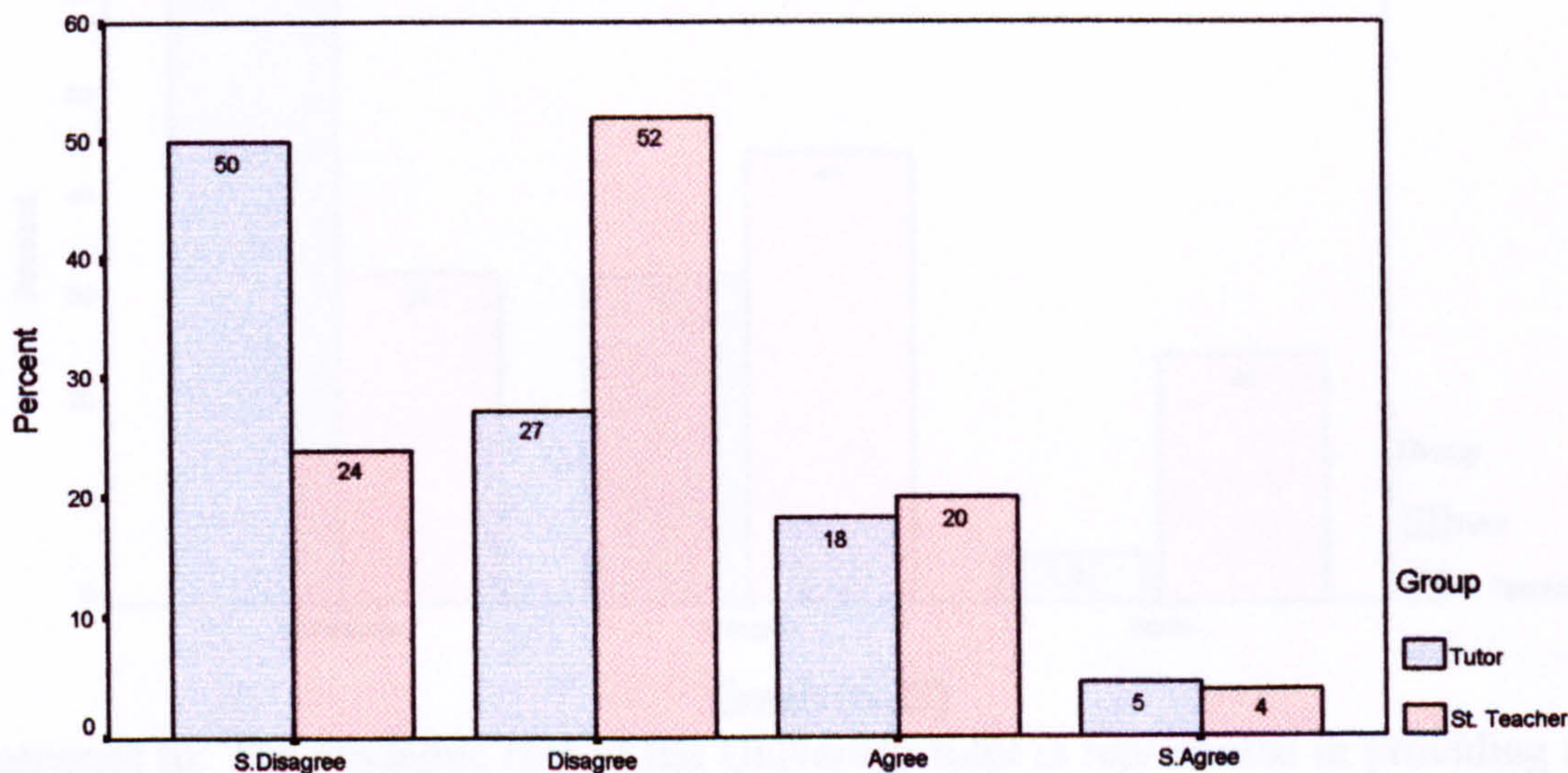
Graph (6.21)

Response to: The academic role of the university tutor is represented in setting the targets for classroom observation period before going into schools.



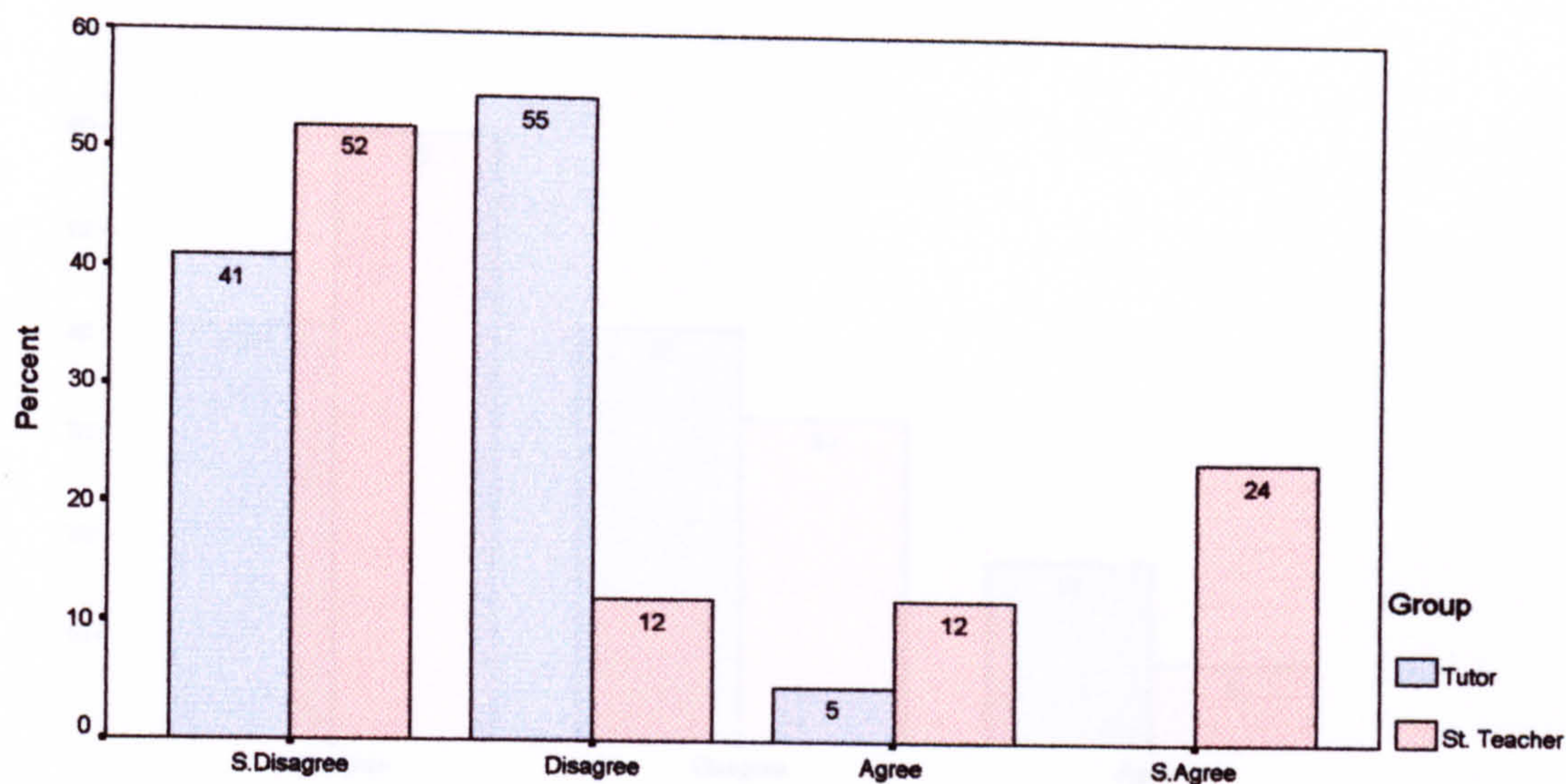
Graph (6.22)

Response to: The academic role of the University tutor is represented in holding supervisory conferences to encourage the student teachers to carry out criticism and team discussions about their observations and teaching.



Graph (6.23)

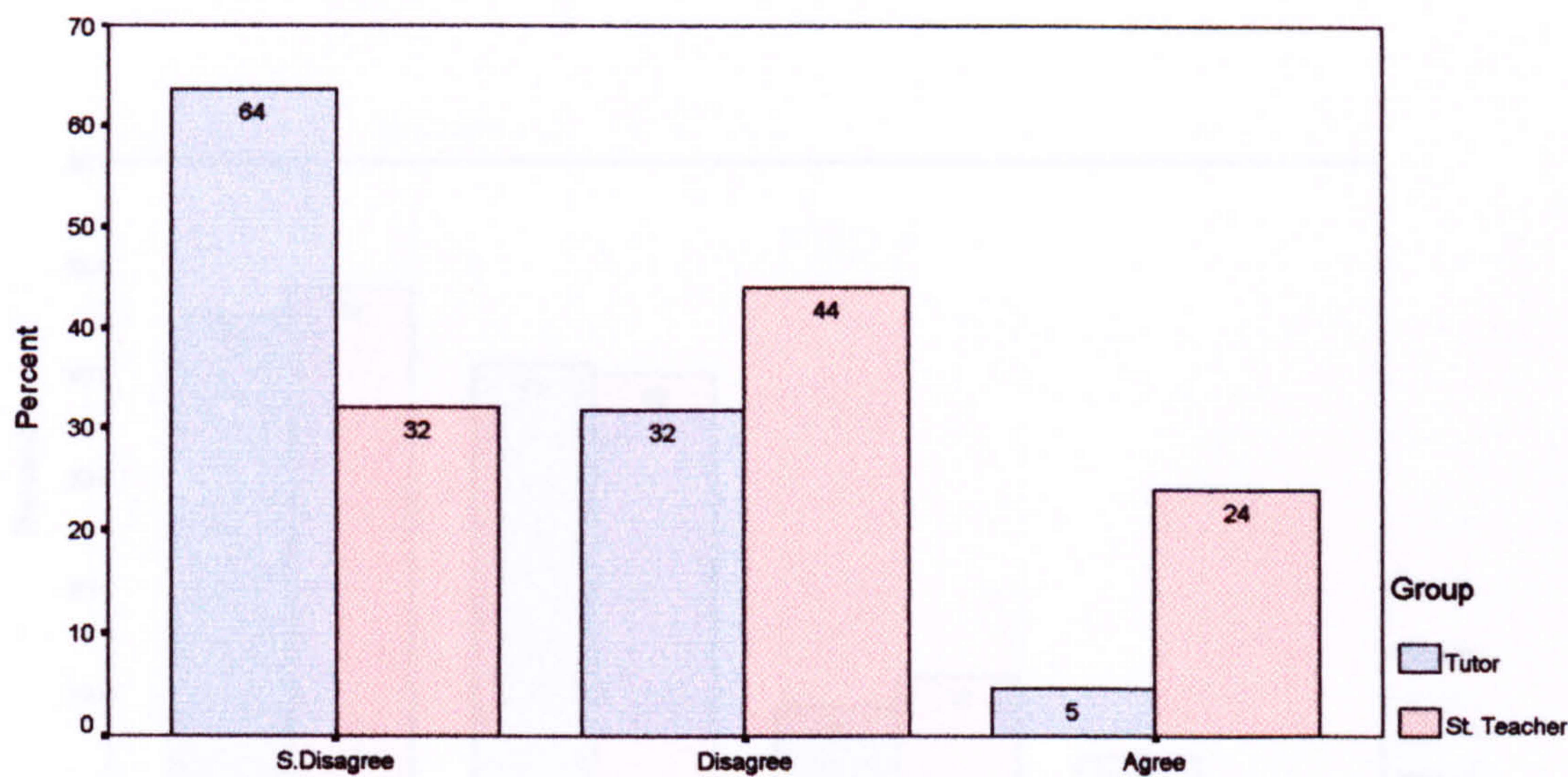
Response to: The academic role of the University tutor is represented in helping the student teacher to use interactive classroom techniques, e.g. games, puzzles and songs in the target language to teach English language effectively



Graph (6.24)

Response to: The academic role of the University tutor is represented in developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.

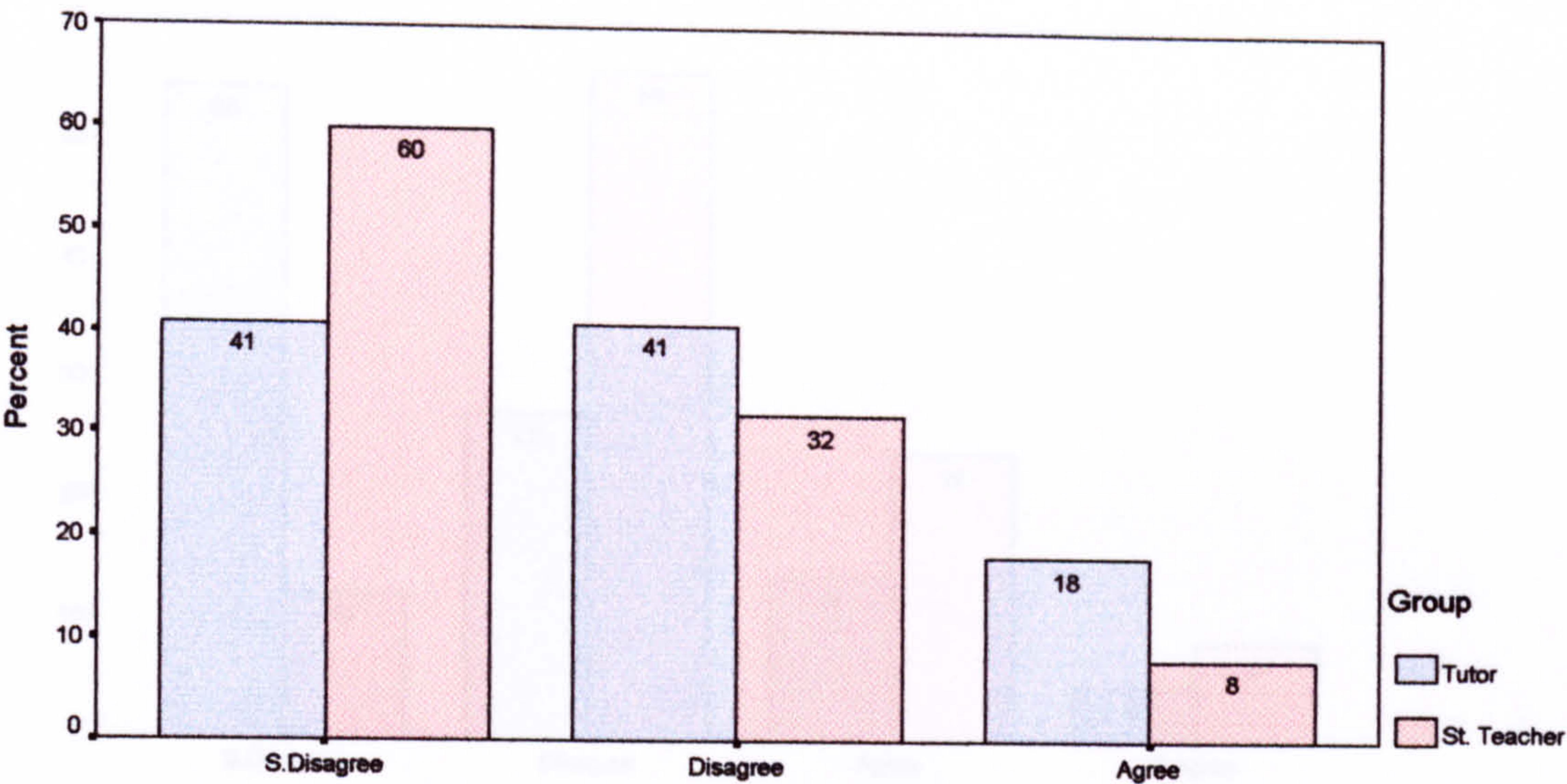
university teacher to the University resources, such as journals and periodicals, to develop independent learning and teaching skills.



Graph (6.25)

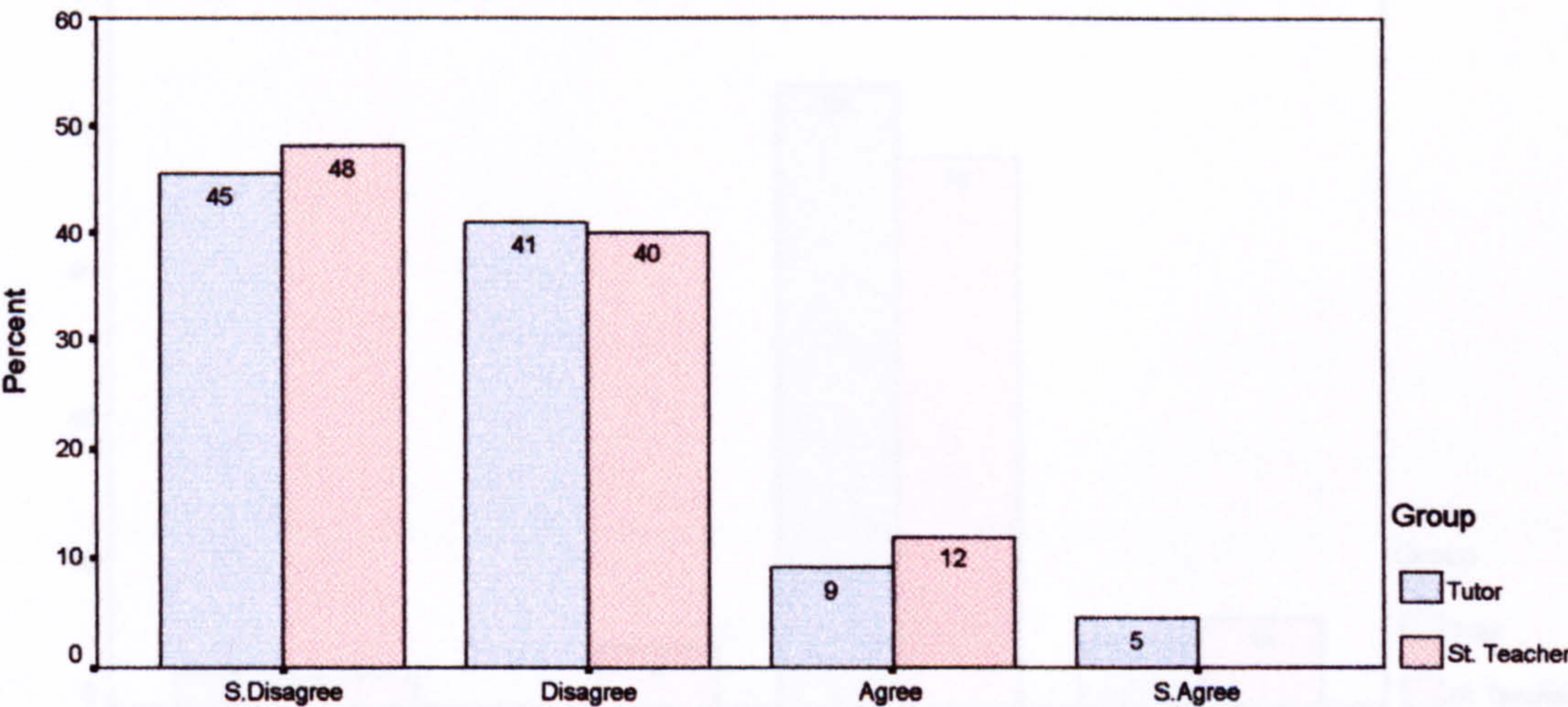
Response to: The academic role of the University tutor is represented in providing the student teacher with opportunities to observe different EFL teachers within different schools to develop critical thinking.

university teacher to provide the student and experienced teacher with the target language.



Graph (6.26)

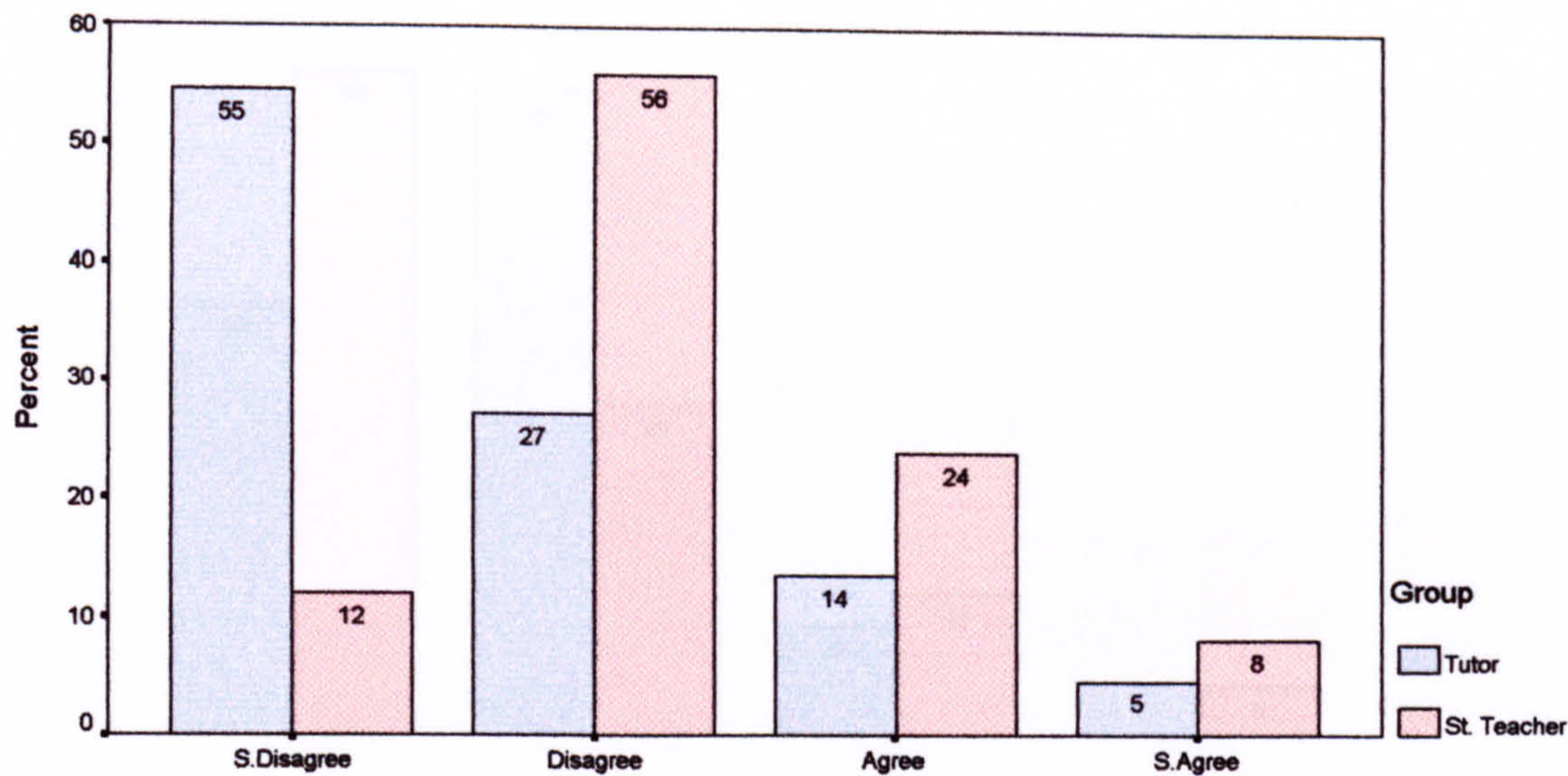
Response to: The academic role of the University tutor is represented in helping the student teacher to use University resources, such as journals and periodicals, to develop independent learning and teaching skills.



1

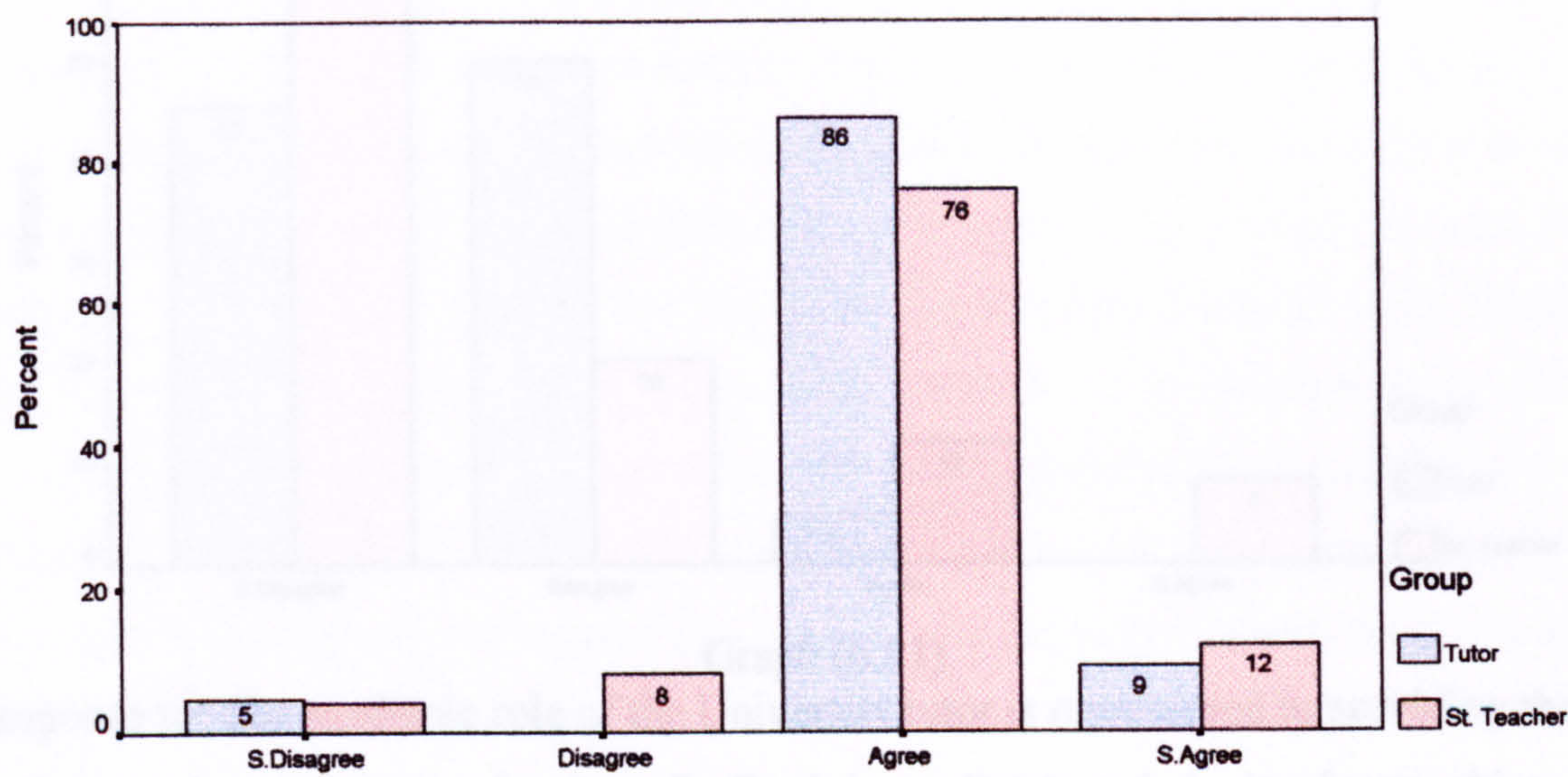
Graph (6.27)

Response to: The academic role of the University tutor is represented in helping the student teacher to produce written and conversational tasks in the target language.



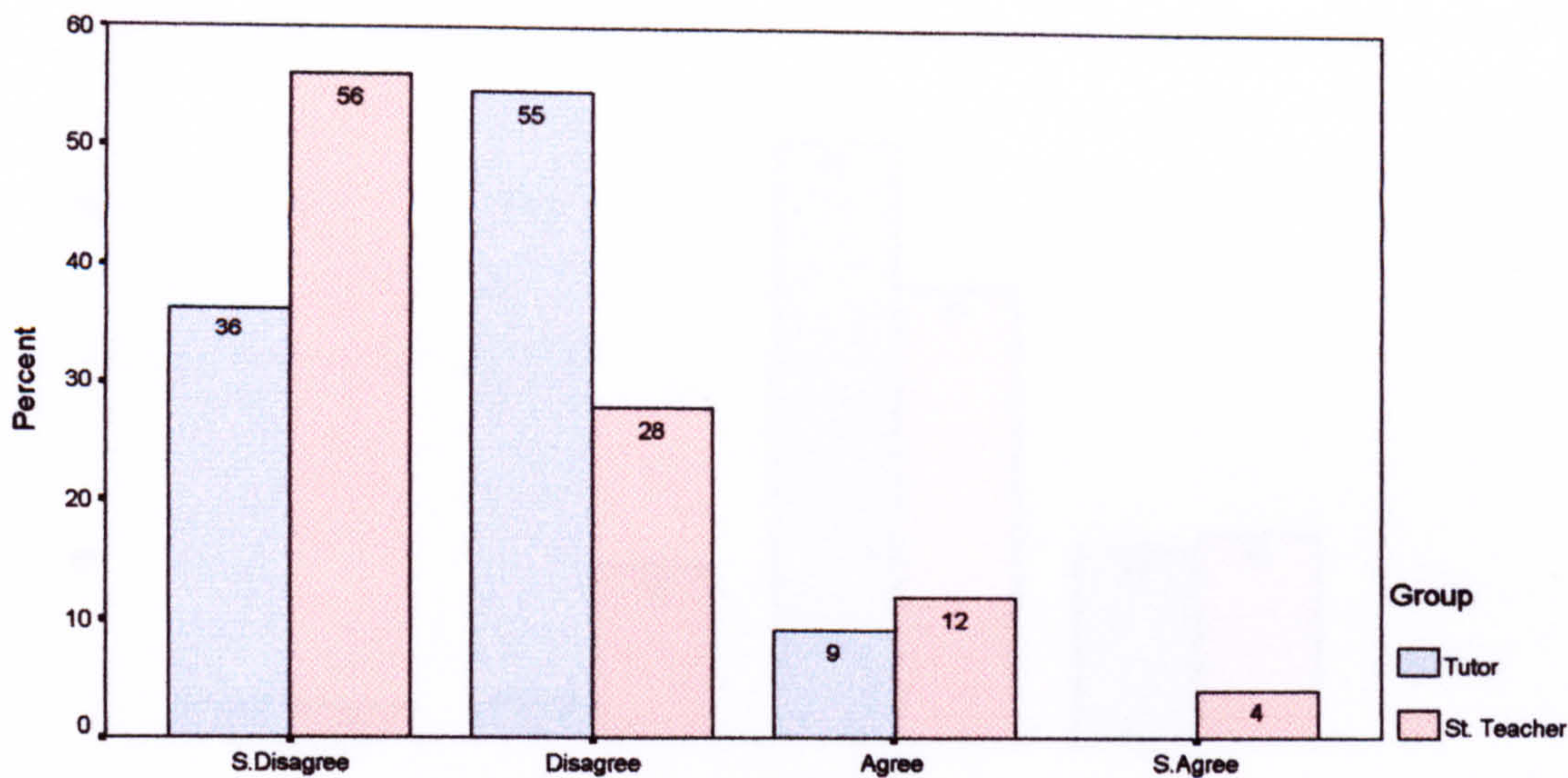
Graph (6.28)

Response to: The academic role of the University tutor is represented in providing opportunities to practice group and pair work techniques to exchange ideas with colleagues.



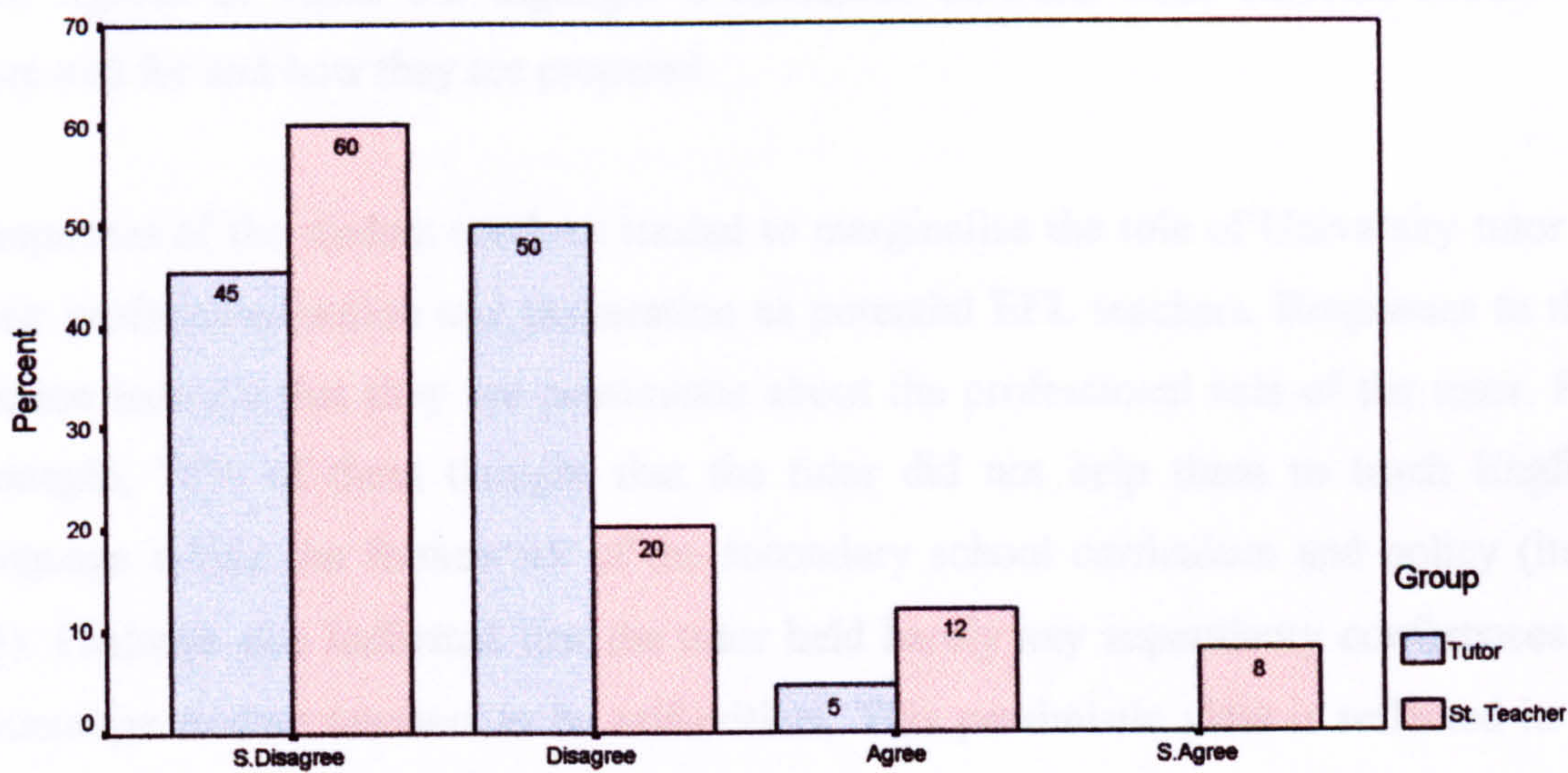
Graph (6.29)

Response to: The academic role of the University tutor is represented in making the student teacher aware of the assessment procedures.



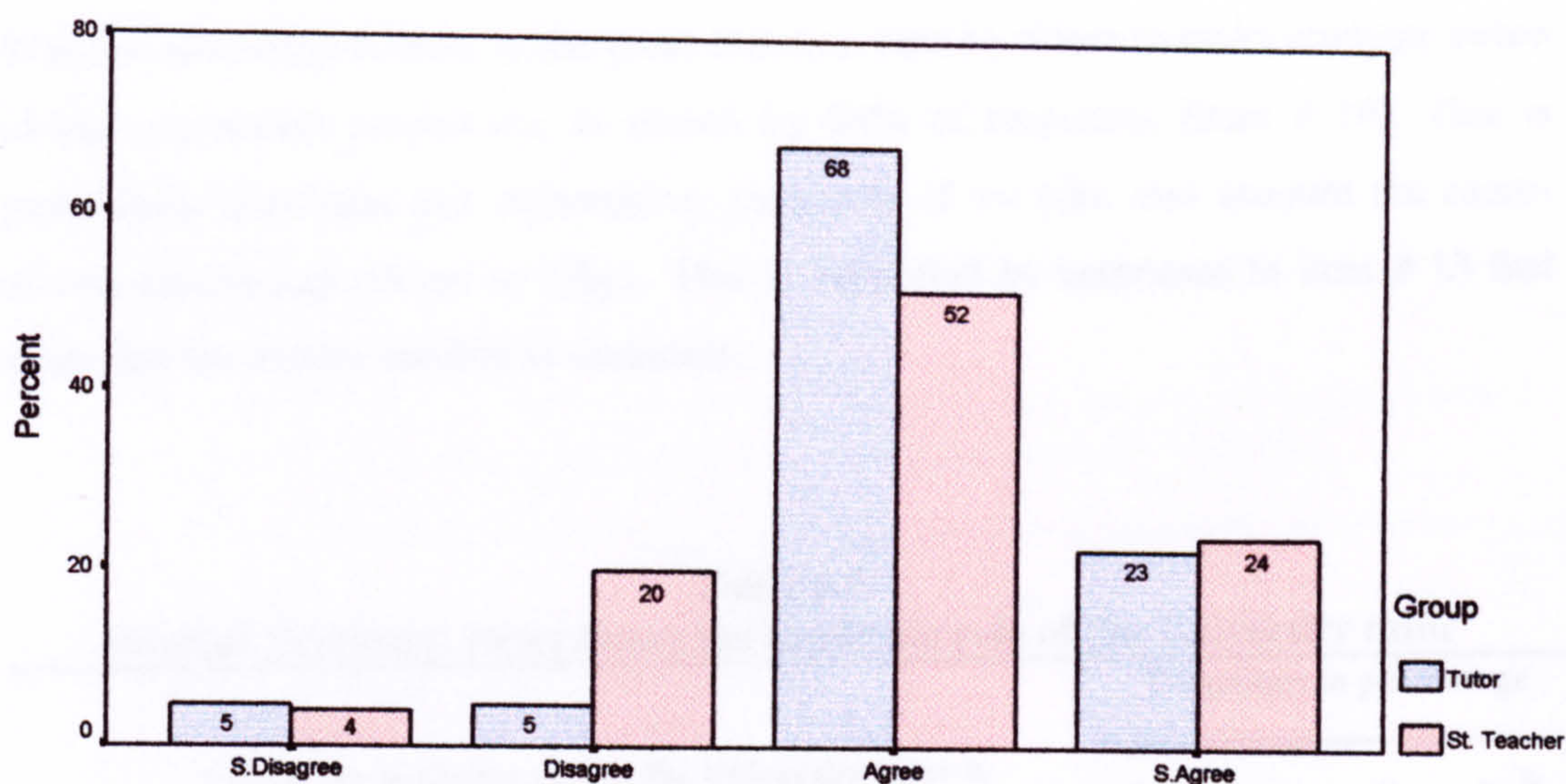
Graph (6.30)

Response to: The academic role of the University tutor is represented in holding seminars to discuss issues raised in the classroom teaching.



Graph (6.31)

Response to: The academic role of the University tutor is represented in providing the student teacher with oral and written feedback immediately to help develop teaching and maintain progress.



Graph (6.32)

Response to: The academic role of the University tutor is represented in encouraging the student teacher to listen to him/her and take notes on lectures.

The figures in Table 6.5 highlight a mismatch between what students should be prepared for and how they are prepared.

Responses of the student teachers tended to marginalise the role of University tutor in their professionalisation and preparation as potential EFL teachers. Responses to this section indicate that they are pessimistic about the professional role of the tutor. For example, 76% of them thought that the tutor did not help them to teach English language within the framework of the secondary school curriculum and policy (item #1). Findings also indicated that the tutor held hardly any supervisory conferences to encourage student teachers to be self-critical. This pessimistic view is reflected in all responses to the majority of items in this section. The disparity between the University staff and the schoolteachers is obvious from responses given to item # 5, indicating that 64% of respondents did not see the tutors develop a long-term apprenticeship relationship with experienced teachers at schools. A high percentage (92%) of respondents felt that tutors did not help student teachers to access the resources of the University, such as journals and periodicals, that are necessary as professional development materials (item # 7). Attention to collaborative activities is also shown to be almost absent, as indicated through the responses to item # 9.

What is interesting to note, is the great attention paid by tutors to make students aware of the assessment procedures, as shown by 88% of responses (item # 10). This is particularly important and informative, especially if we take into account the exam-driven educational system in Libya. This is supported by responses to item # 13 that show that the lecture method is dominant.

Table 6.5
Student Teachers' views about the academic role of the University tutor

I think the academic role of the University tutor is represented in...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Helping me to teach English language within the framework of the Secondary school curriculum and policy.	0	24	40	36
2	Setting the targets for classroom observation period before going into schools.	48	28	16	8
3	Holding supervisory conferences to encourage student teachers carry on criticism and team discussions about student teachers observations and teaching.	0	16	36	48
4	Helping me to use interactive classroom techniques, such as games, puzzles and songs in target language to teach English effectively.	4	20	52	24
5	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.	24	12	12	52
6	Providing me with opportunities to observe different EFL teachers within different schools to develop critical thinking.	0	24	44	32
7	Helping me to use university resources, such as journals and periodicals, to develop independent learning and teaching skills.	0	8	32	60
8	Helping me to produce written and conversational tasks in the target language.	0	12	40	48
9	Providing opportunities to practice group and pair work techniques to exchange ideas with colleagues.	8	24	56	12
10	Making me aware of the assessment procedures.	12	76	8	4
11	Holding seminars to discuss issues raised in classroom teaching.	4	12	28	56
12	Providing me with verbal and written feedback immediately to help develop teaching and maintain progress.	8	12	20	60
13	Encouraging me to listen to him/her and take notes while lecturing.	24	52	20	4

Table 6.5a shows the descriptive analysis of male and female, and experienced and inexperienced student teachers' attitudes toward the role of the University tutor, but no statistical significance could be found in the t-test results.

Table 6.5a
Differences in perception of the academic role of the University tutor between male and female and experienced and inexperienced student teachers.

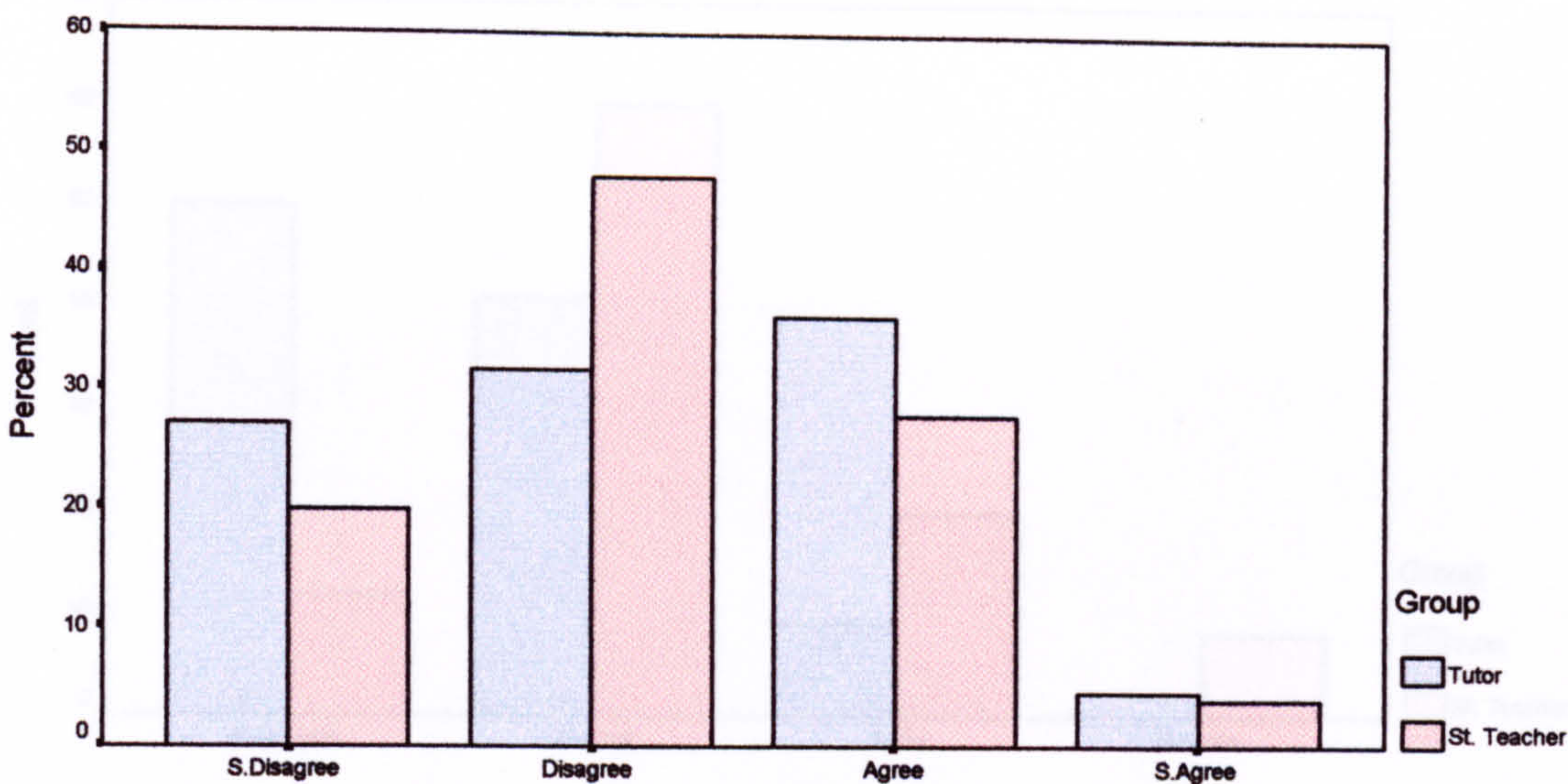
I think the academic role of the University tutor is represented in:		Mean		t-value	Mean		t-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1	Helping me to teach English language within the framework of the secondary school curriculum and policy.	1.88	1.88	.863	2.00	1.85	.351	23
2	Setting targets for classroom observation period before going into schools.	3.13	3.18	.370	3.20	3.15	.488	23
3	Holding supervisory conferences to encourage student teachers carry on criticism and team discussions about student teachers observations and teaching.	1.75	1.65	.336	1.80	1.65	.955	23
4	Helping me to use interactive classroom techniques, such as games, puzzles and songs in English to teach effectively.	2.25	1.94	.750	2.20	2.00	.634	23
5	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.	2.00	2.12	.513	2.40	2.00	.515	23
6	Providing me with opportunities to observe different EFL teachers within different schools to develop critical thinking.	1.88	1.94	.618	2.20	1.85	.835	23
7	Helping me to use university resources, such as journals, periodicals to develop independent learning and teaching skills.	1.50	1.47	.568	1.40	1.50	.406	23

		Mean		t-value	Mean		t-value	df
I think the academic role of the University tutor is represented in:		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
8	Helping me to produce written and conversational tasks in the target language.	1.63	1.65	.908	1.60	1.65	.277	23
9	Providing opportunities to practise group and pair work techniques to exchange ideas with colleagues.	2.38	2.24	.471	2.20	2.30	.934	23
10	Making me aware of the assessment procedures.	2.88	3.00	.304	2.60	3.05	.121	23
11	Holding seminars to discuss issues raised in the classroom teaching.	1.75	1.59	.091	1.60	1.65	.983	23
12	Providing me with oral and written feedback immediately to help develop teaching and maintain progress.	1.75	1.65	.447	1.80	1.65	.507	23
13	Encouraging me to listen to him/her and take notes while lecturing.	3.00	2.94	.831	3.00	2.95	.258	23

6.2.1. 6 Student teachers’ views about the professional role of the University tutor.

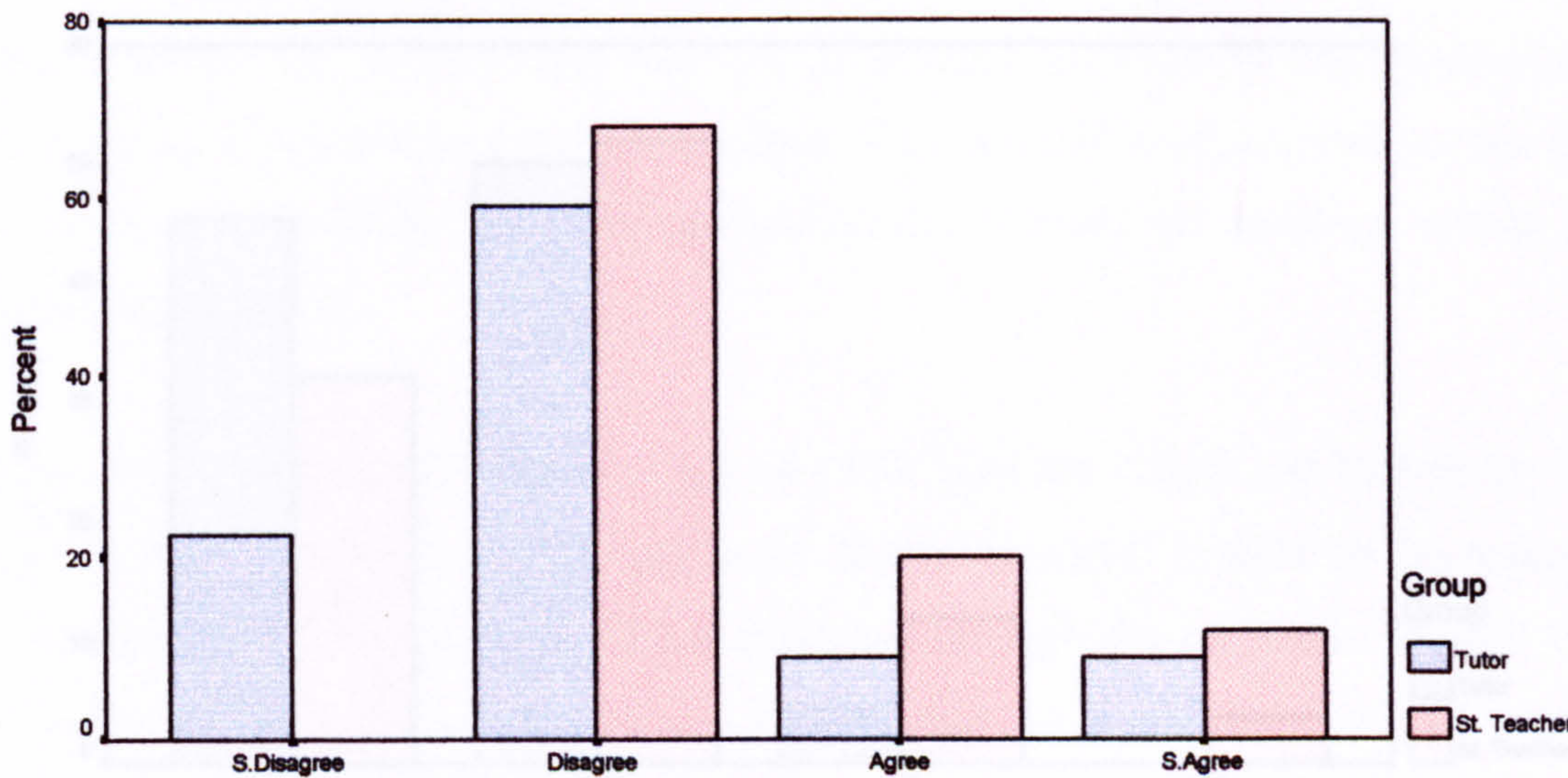
In collaboration with the academic role played by the University tutor, the professional role of the tutor is indispensable. Here the questionnaire aimed to ascertain student teachers’ views of the professional role the tutor could play in their socialisation as potential EFL teachers.

The graphs shown below represent the views of student teachers and tutors about the professional role of the University tutor.



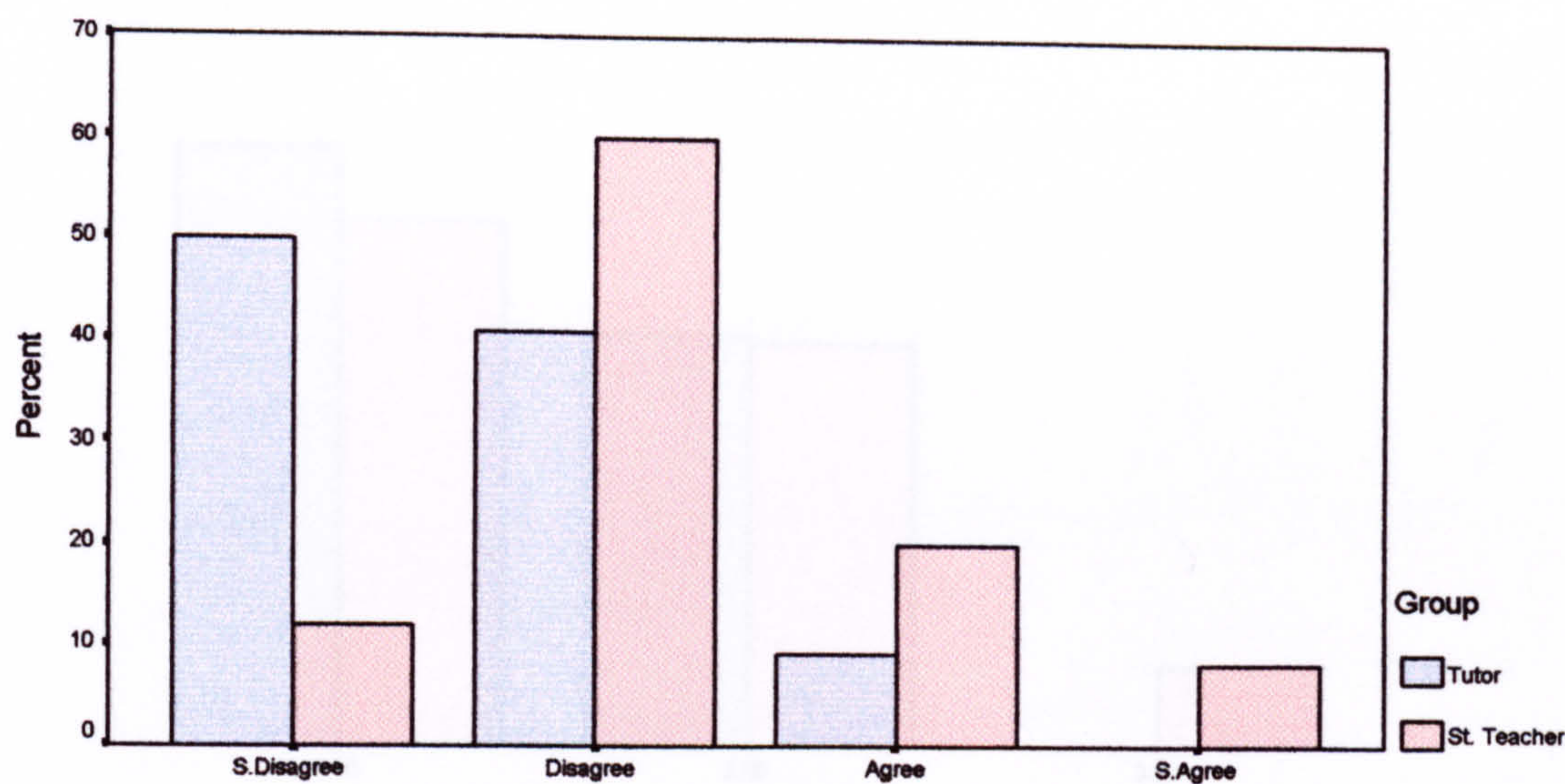
Graph (6.33)

Response to:
The professional role of the University tutor is represented in providing schools and student teachers with written documents including training components and methodological and assessment aspects of the course.



Graph (6.34)

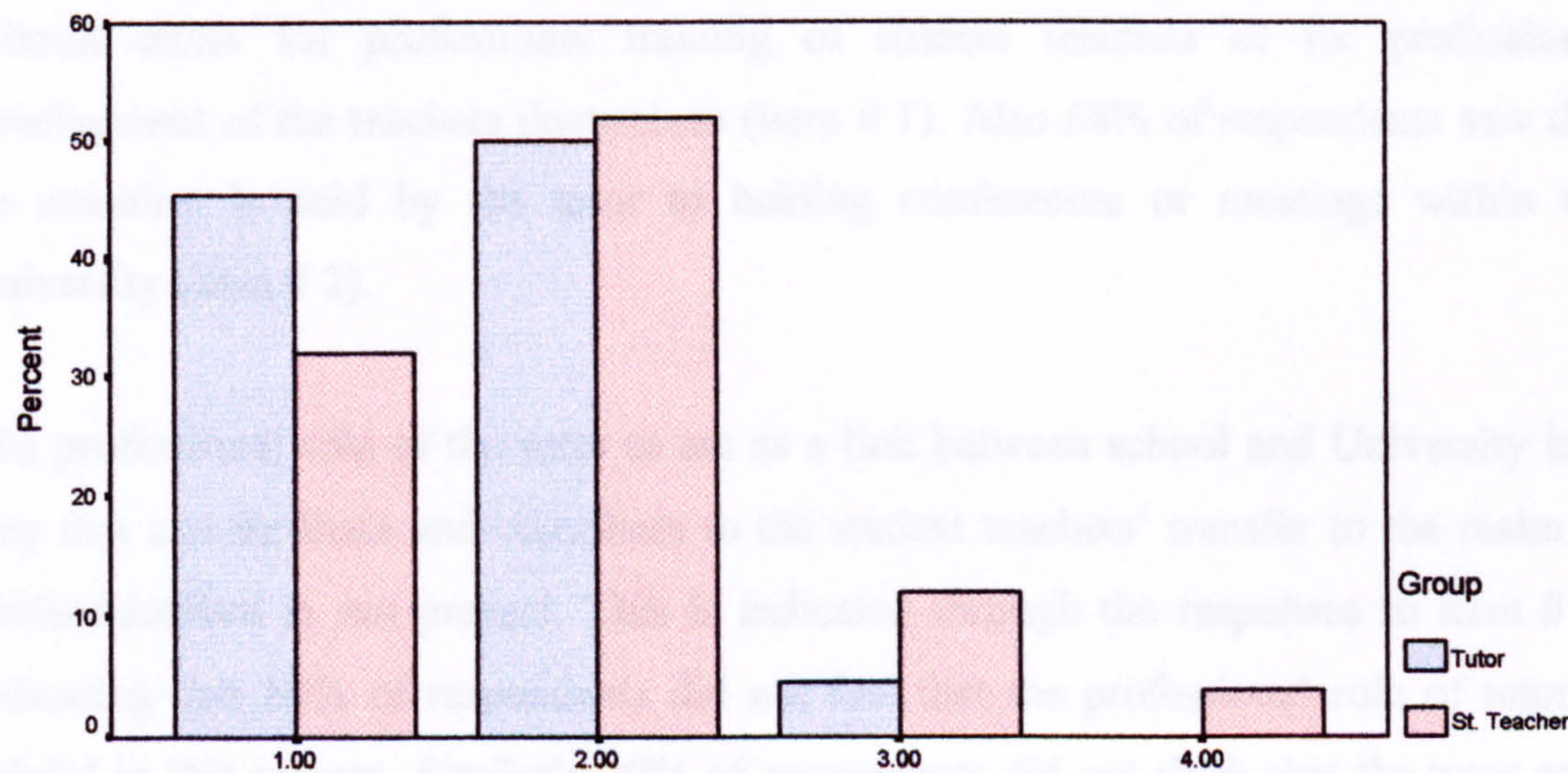
Response to:
The professional role of University tutor is represented in holding conferences within the University to provide secondary school teachers with opportunities to share fresh ideas offered by the University.



Graph (6.35)

Response to:

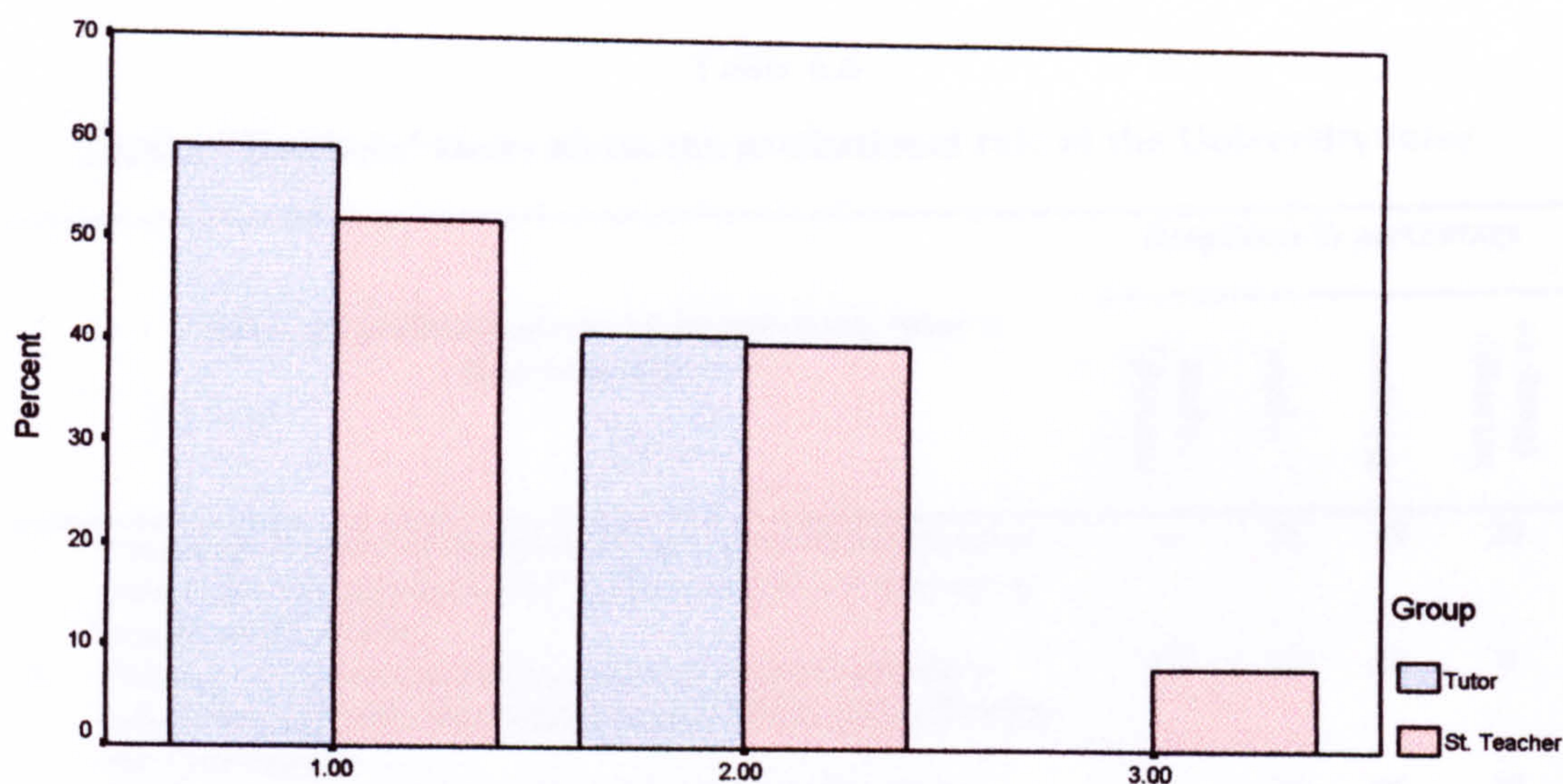
The professional role of the University tutor is represented in holding regular meetings within schools to provide student teachers with opportunities to share different learning and teaching activities.



Graph (6.36)

Response to:

The professional role of the University tutor is represented in encouraging actual communication between the University and school.



Graph (6.37)

Response to:
The professional role of the University tutor is represented in providing student teachers with opportunities to observe a variety of approaches to EFL teaching.

Responses shown in table 6.6 indicate that the role of the tutor is minimal since a large number of respondents (68%) saw that the tutor did not cooperate with the selected schools either for professional training of student teachers or for professional development of the teachers themselves (item # 1). Also 68% of respondents saw that no attention is paid by the tutor to holding conferences or meetings within the University (item # 2).

The professional role of the tutor to act as a link between school and University in a way that can facilitate and contribute to the student teachers' transfer to the realm of professionalism is not present. This is indicated through the responses to item # 4, indicating that 88% of respondents did not feel that the professional role of tutor is helpful in this respect. Similarly 92% of respondents did not think that the tutor gave them opportunities to observe a variety of approaches to EFL teaching in practice (item # 5). All the above supports and reflects the discouraging picture drawn by student teachers' views about the professional role of the tutor.

Table 6.6
Student Teachers' views about the professional role of the University tutor

I think the professional role of the university tutor is represented in...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Providing schools and student teachers with written documents including training components, methodological and assessment aspects of the course.	4	28	48	20
2	Holding conferences at the University to provide Secondary school teachers with opportunities to share fresh ideas offered by the University.	12	20	68	0
3	Holding regular meetings within schools to provide student teachers with opportunities to share different learning and teaching activities.	8	20	60	12
4	Encouraging communication between the University and school.	4	12	52	32
5	Providing student teachers with opportunities to observe a variety of approaches to EFL teaching.	0	8	40	52

Table 6.6a below shows the descriptive analysis of male and female, and experienced and inexperienced student teachers' attitudes toward the professional role of the University tutor, but no statistical significance could be found in the t-test results.

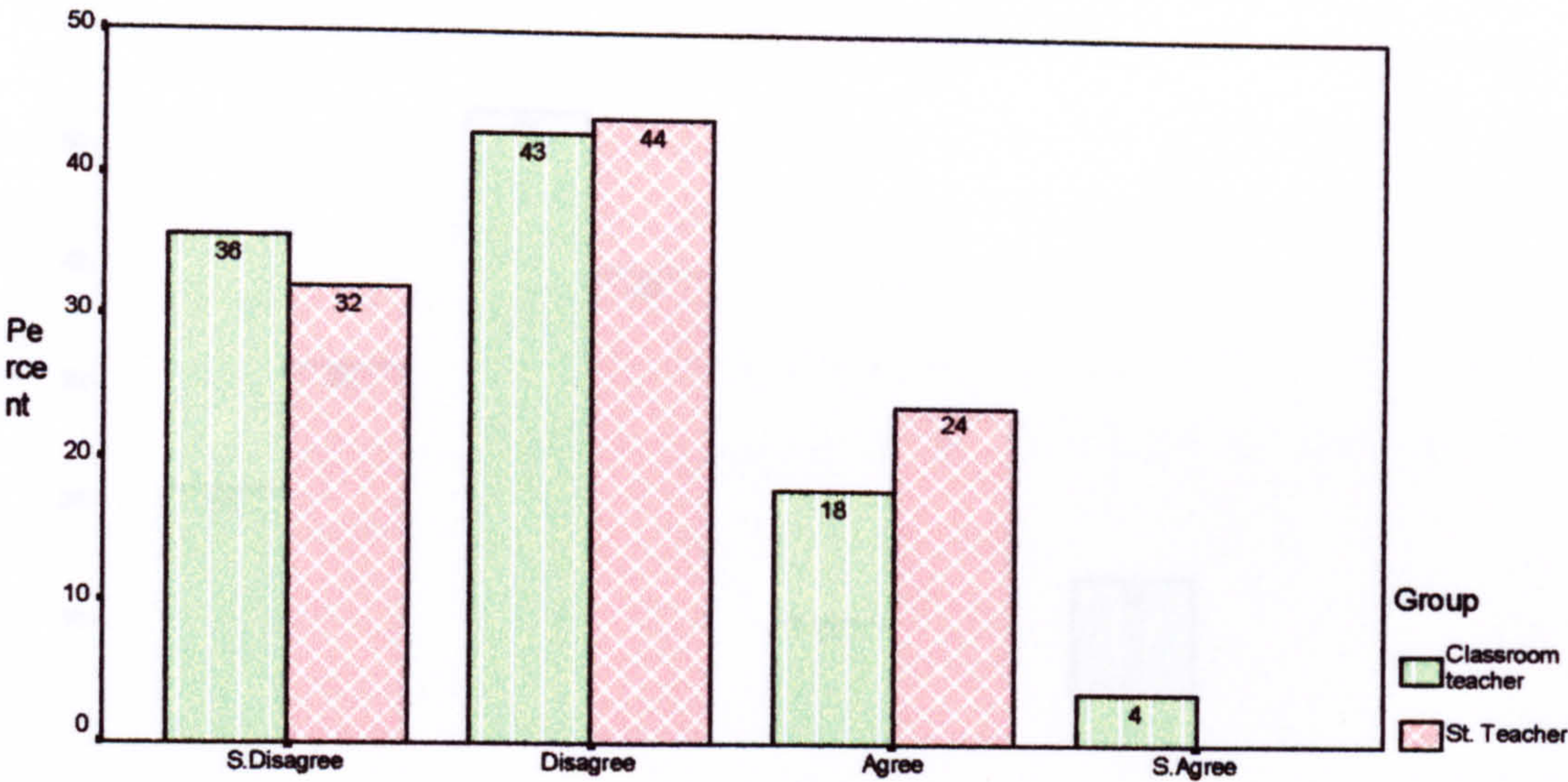
Table 6.6a
Differences in perception of the professional role of the University tutor between male and female and experienced and inexperienced student teachers.

I think the professional role of the University tutor is represented in:		Mean		t-value	Mean		t-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1	Providing schools and student teachers with written documents including training components and methodological and assessment aspects of the course.	2.38	2.06	.438	2.20	2.15	.906	23
2	Holding conferences at the University to provide secondary school teachers with opportunities to share fresh ideas offered by the University.	2.50	2.41	.789	2.40	2.45	.419	23
3	Holding regular meetings within schools to provide the student teachers with opportunities to share different learning and teaching activities.	2.38	2.18	.335	2.20	2.25	.800	23
4	Encouraging communication between the University and school.	2.00	1.82	.237	2.00	1.85	.476	23
5	Providing the student teachers with opportunities to observe a variety of approaches to EFL teaching.	1.50	1.59	.556	1.60	1.55	.364	23

6.2.1.7 Student teachers’ views about the role of the school Head teacher

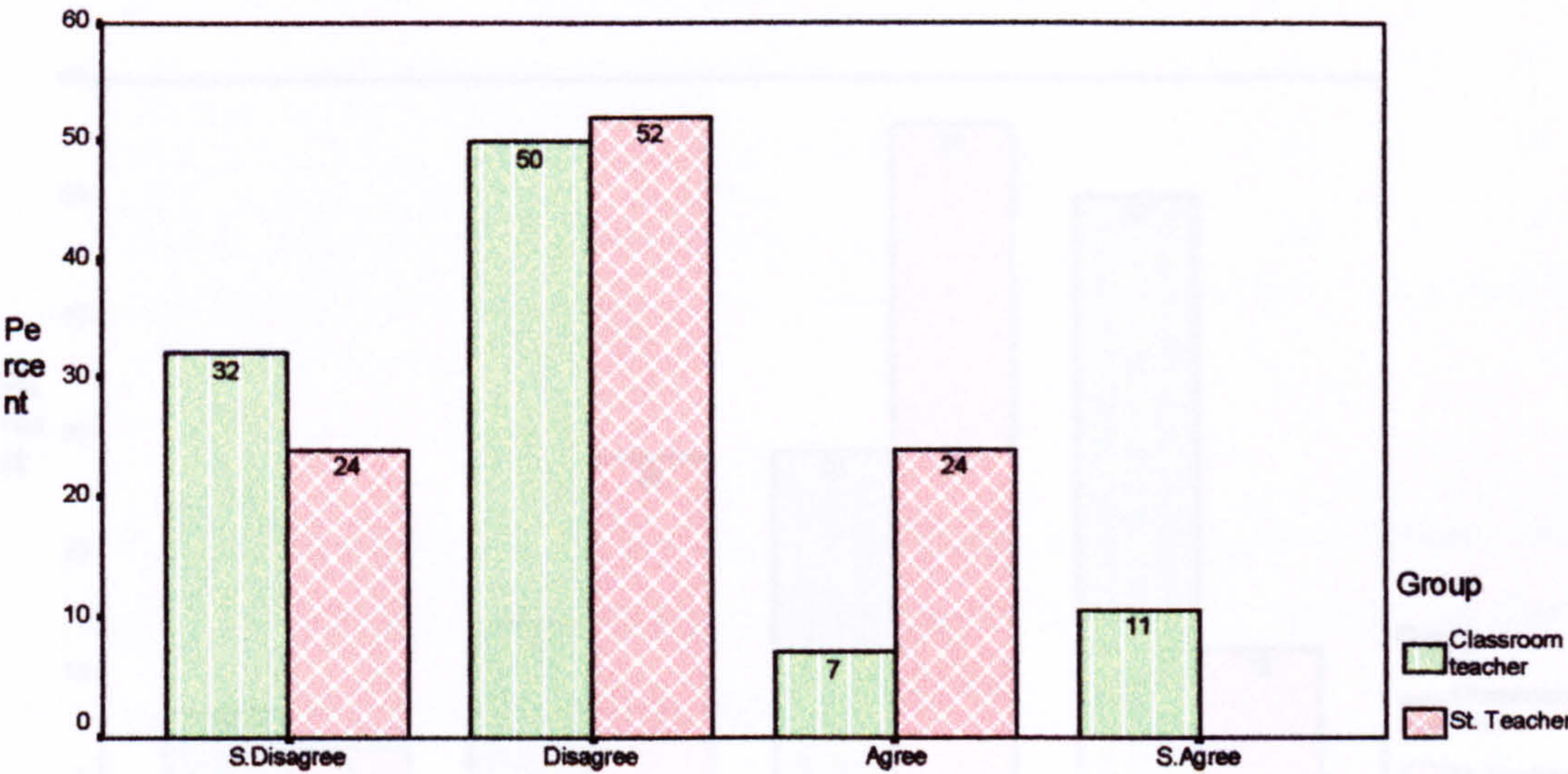
The role played by the Head teacher of the schools selected for teaching practice cannot be ignored. He/she acts as the head of the institution and lays down its policy and procedures for processing. The Head teacher in Libyan culture is the top of the pyramid in the school administration system.

The graphs shown below represent the views of student teachers and classroom teachers about the role of the Head teacher.



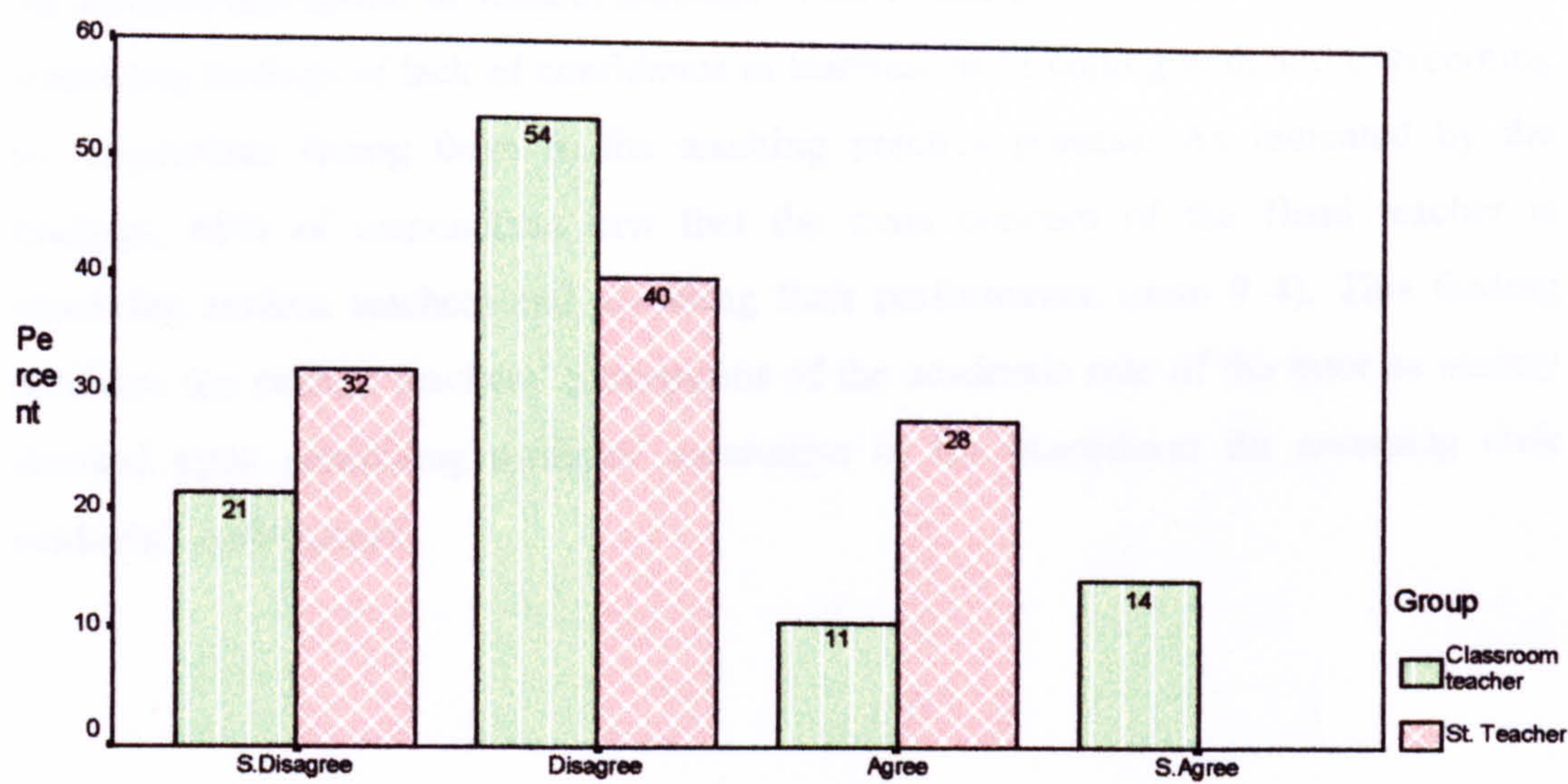
Graph (6.38)

Response to:
The Head teacher introduces the student teachers to school policy and the staff members.



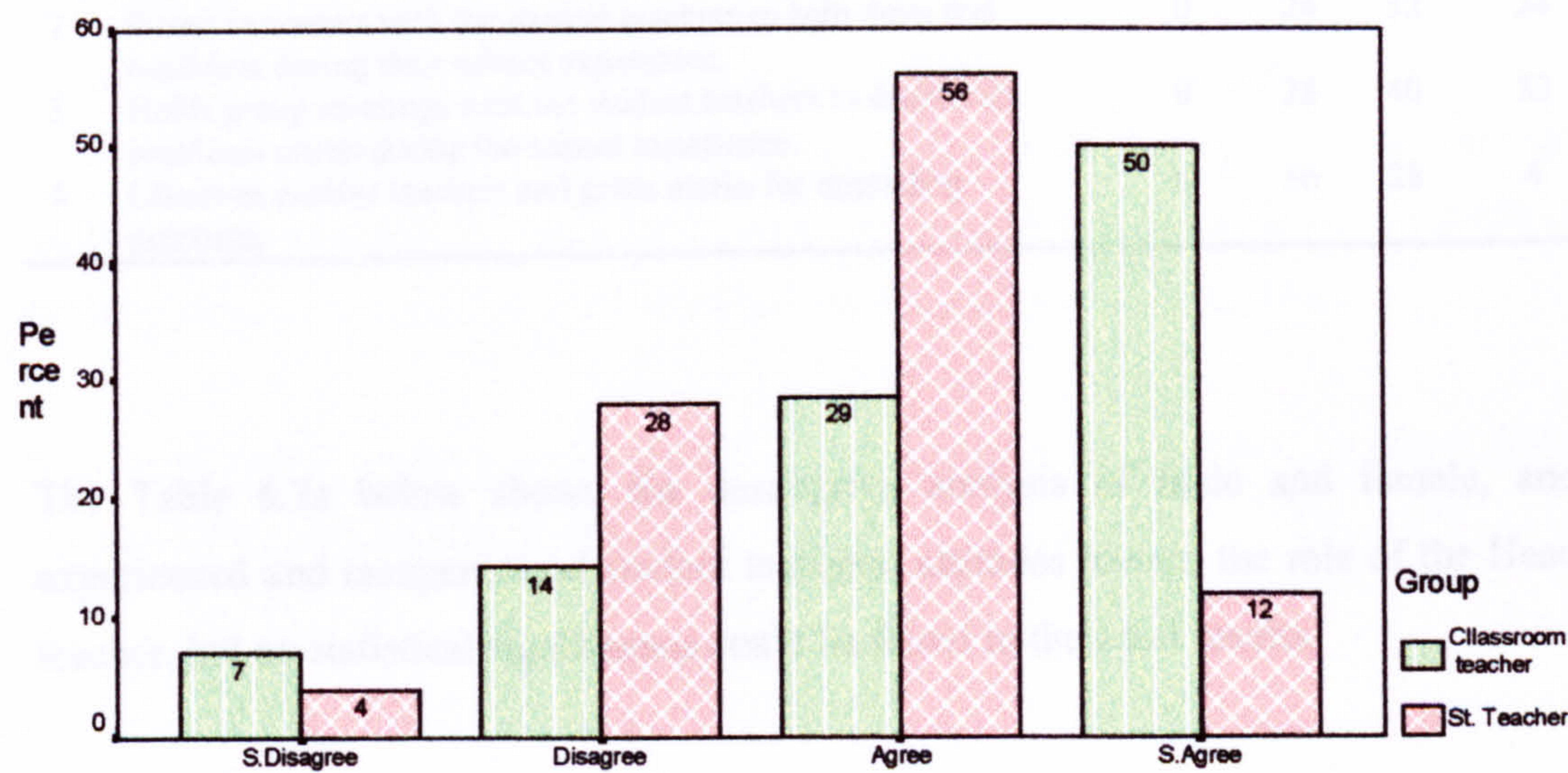
Graph (6.39)

Response to:
The Head teacher keeps in contact with the student teachers to help them feel confident during their school experience.



Graph (6.40)

Response to:
The Head teacher holds group meetings with the student teachers to discuss any problems raised during the school experience.



Graph (6.41)

Response to:
The Head teacher observes student teachers and gives marks for upgrading purposes.

Clear throughout the responses in Table 6.7 is that the Head teachers do not do much in the professionalisation of student teachers. This would contribute to student teachers' increasing feelings of lack of confidence in teaching or of coping with and overcoming the constraints facing them in the teaching practice process. As indicated by the findings, 68% of respondents saw that the main concern of the Head teacher is observing student teachers and assessing their performance (item # 4). This finding confirms the student teachers' perceptions of the academic role of the tutor as mainly focused upon sensitising students' awareness of the procedures for assessing their students' performance.

Table 6.7
Student Teachers' views about the role of the Head teacher

I think the school Head teacher ...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Introduces the student teachers to school policy and the staff members.	0	24	44	32
2	Keeps in contact with the student teachers to help them feel confident during their school experience.	0	24	52	24
3	Holds group meetings with the student teachers to discuss the problems raised during the school experience.	0	28	40	32
4	Observes student teachers and gives marks for upgrading purposes.	12	56	28	4

The Table 6.7a below shows the descriptive analysis of male and female, and experienced and inexperienced student teachers' attitudes toward the role of the Head teacher, but no statistical significance could be found in the t-test results.

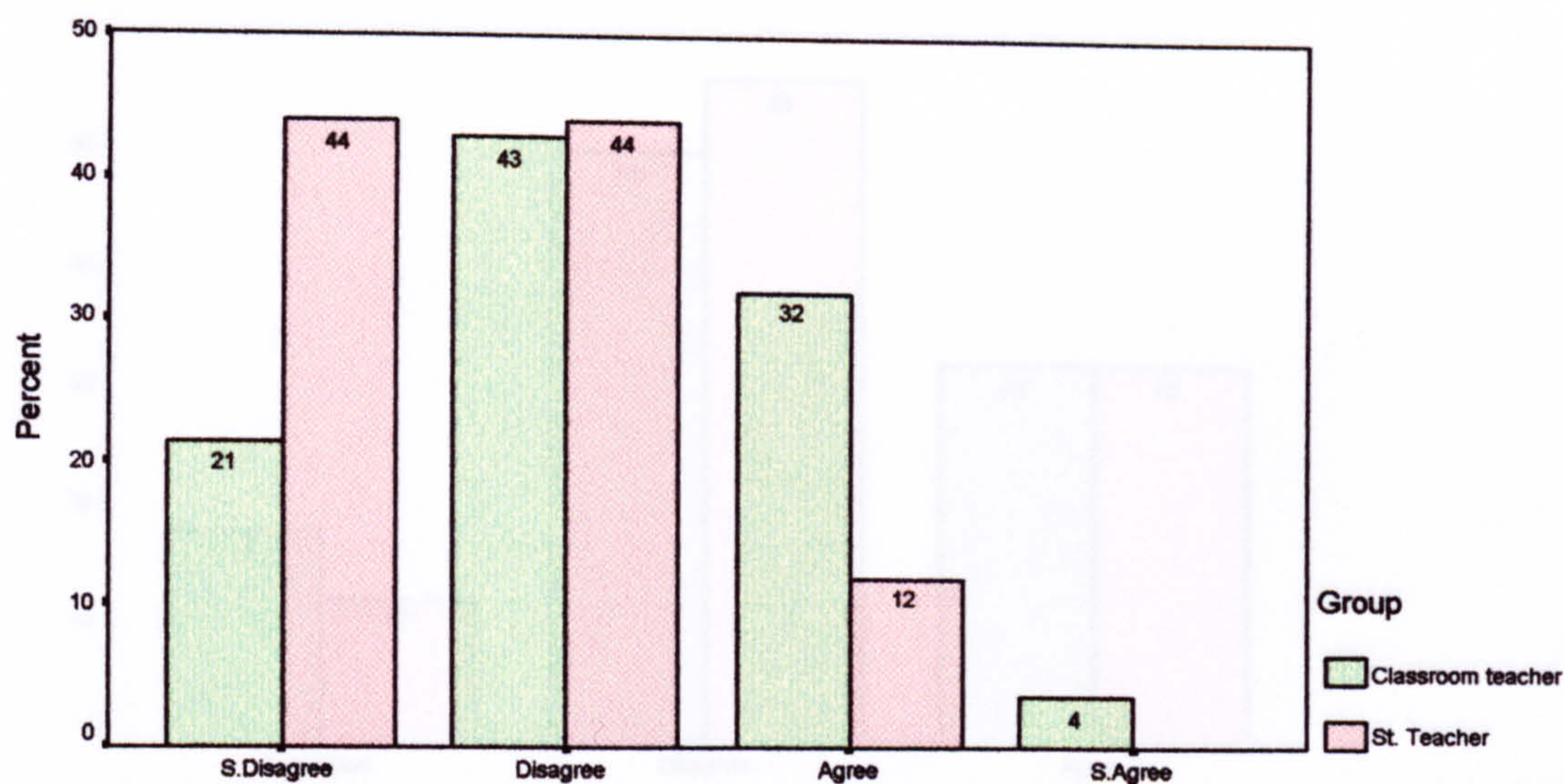
Table 6.7a
Differences in perception of the role of the Head teacher between male and female and experienced and inexperienced student teachers.

I think the school Head teacher:		Mean		t-value	Mean		t-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1	Introduces the student teachers to school policy and the staff members.	1.88	1.94	.618	2.20	1.85	.835	23
2	Keeps in contact with the student teachers to help them feel confident during their school experience.	2.13	1.94	.570	2.20	1.95	.494	23
3	Holds group meetings with the student teachers to discuss the problems raised during the school experience.	2.00	1.94	.347	2.20	1.90	.965	23
4	Observes student teachers and gives marks for upgrading purposes.	2.63	2.82	.215	2.60	2.80	.708	23

6.2.1.8 Student teachers’ views about the role of EFL class teachers

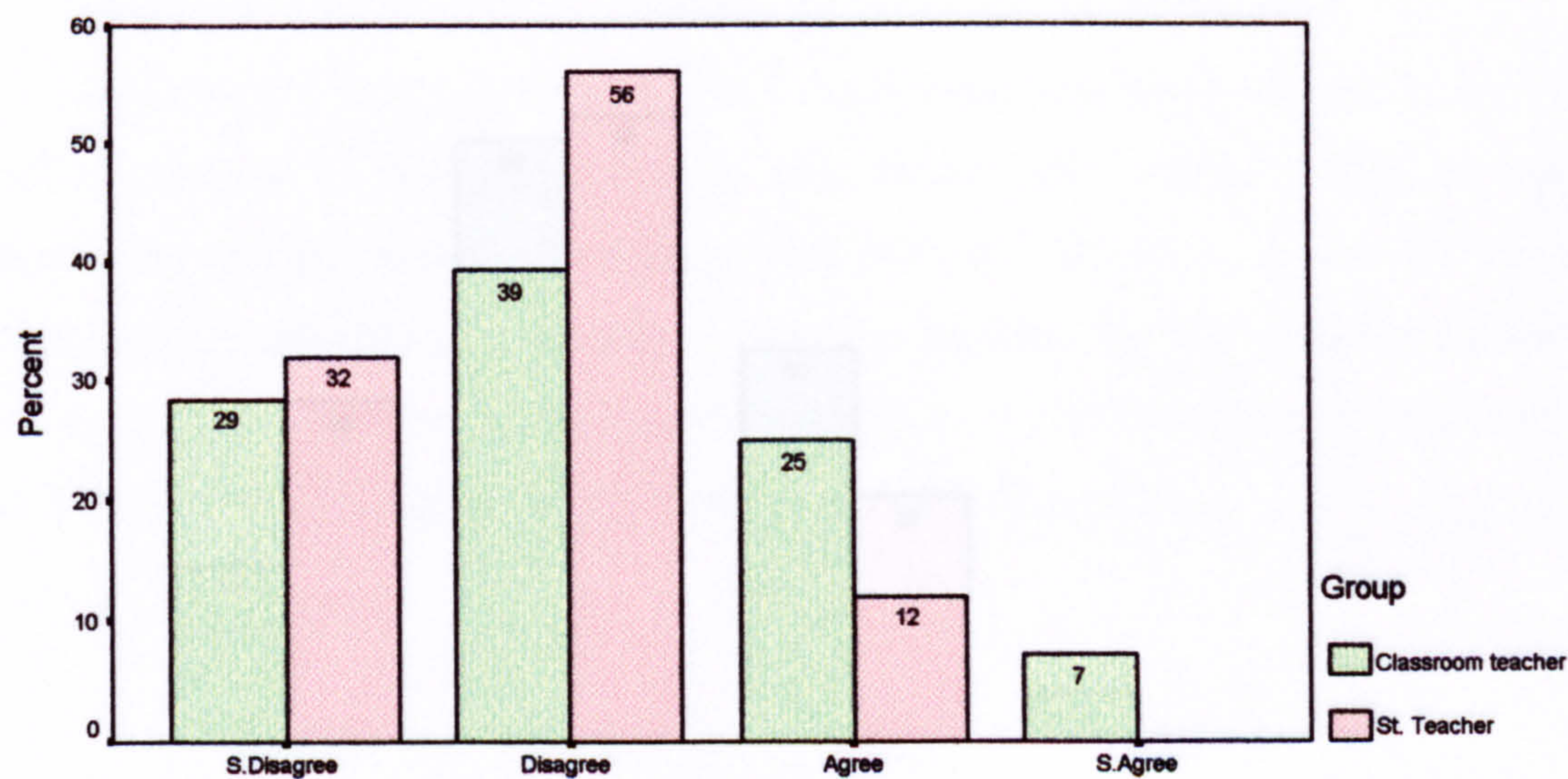
Investigating the role played by the class teacher in the professionalisation and socialisation of student teachers adds a new dimension and gives a deeper perspective to the process of student teachers’ development through school experience.

The graphs below represent the views of student teachers and classroom teachers about the role of the EFL classroom teacher.



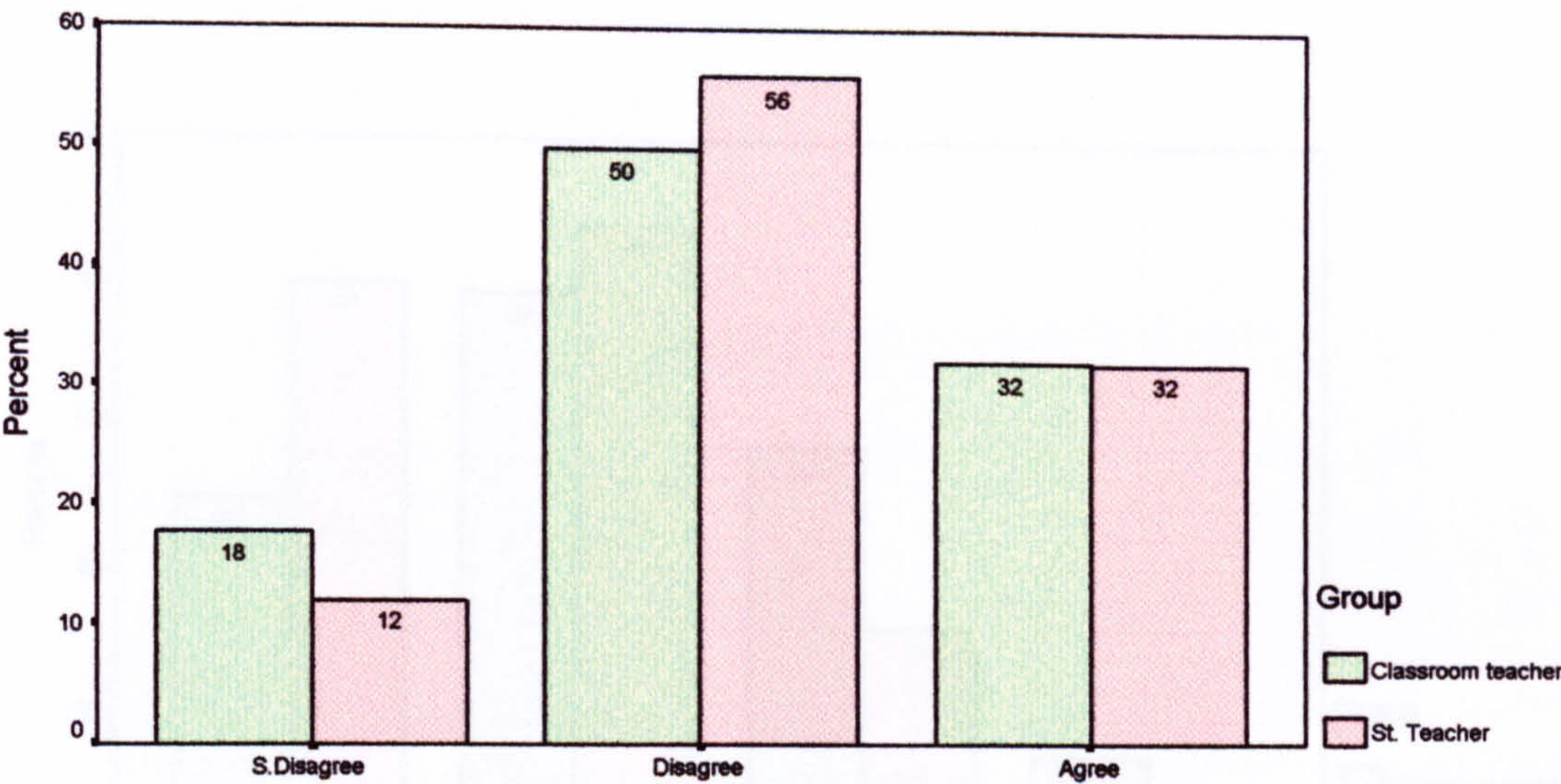
Graph (6.42)

Response to:
The classroom teacher helps the student teachers to set clear targets for their teaching.



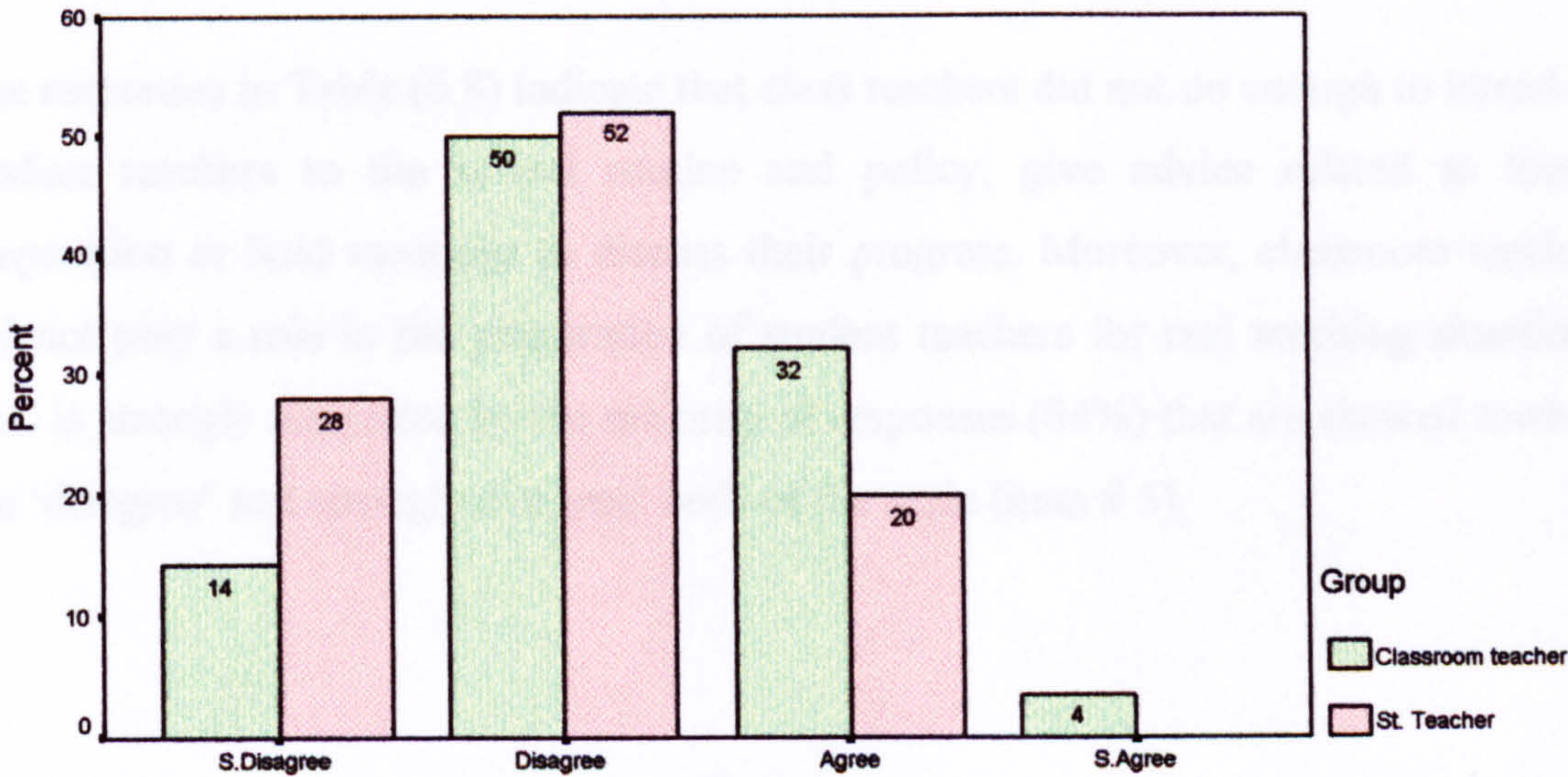
Graph (6.43)

Response to:
The classroom teacher shares lesson preparation with the student teachers to help them build confidence in teaching.



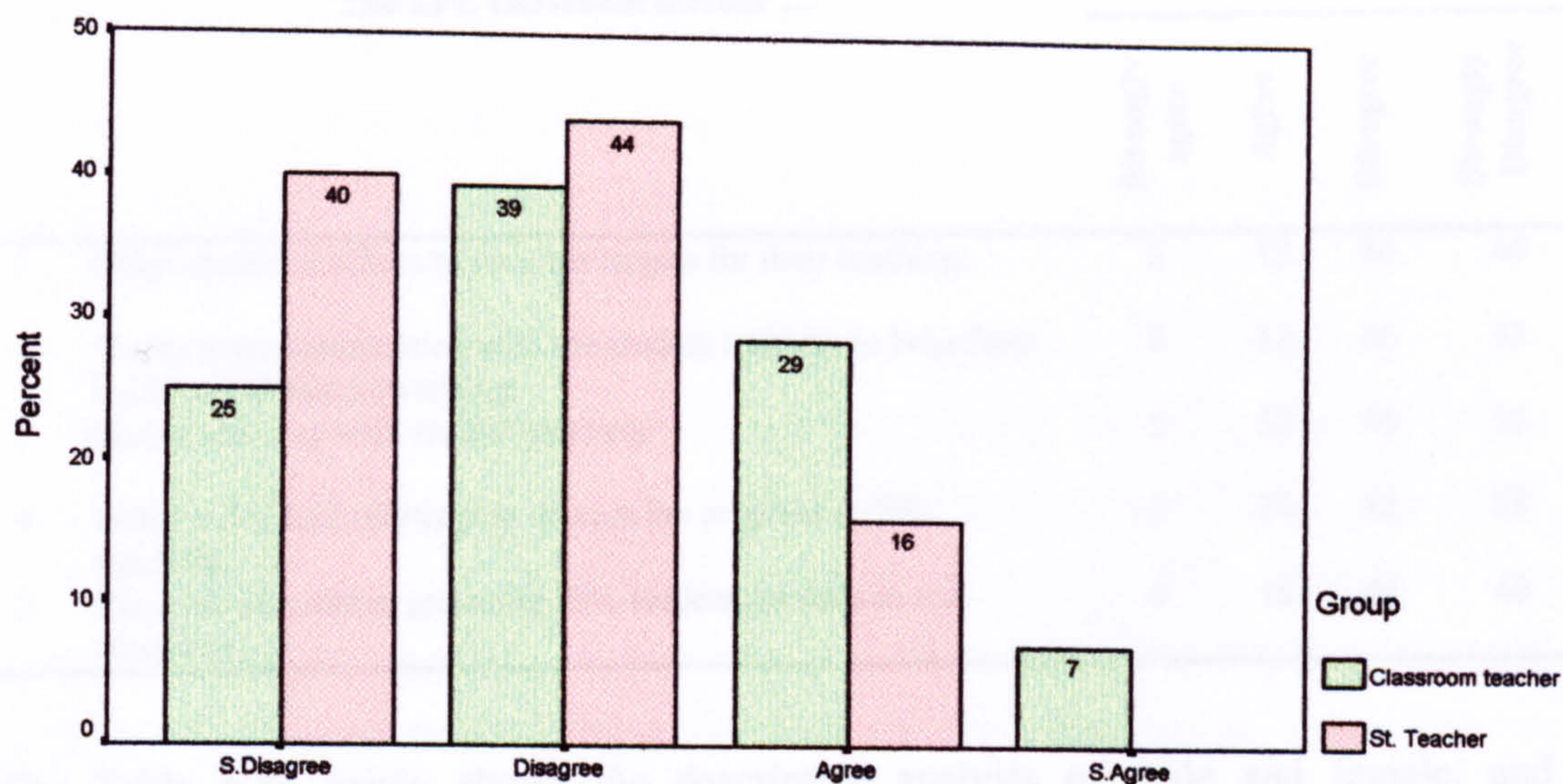
Graph (6.44)

Response to:
The classroom teacher shares teaching with the student teachers.



Graph (6.45)

Response to:
The classroom teacher holds individual meetings to discuss the progress in EFL teaching.



Graph (6.46)

Response to:
The classroom teacher’s role in preparing EFL student teachers in real situations.

The responses in Table (6.8) indicate that class teachers did not do enough to introduce student teachers to the school routine and policy, give advice related to lesson preparation or hold meetings to discuss their progress. Moreover, classroom teachers did not play a role in the preparation of student teachers for real teaching situations. This is strongly suggested by the majority of responses (84%) that are skewed towards the ‘disagree’ and strongly disagree’ ends of the scale (item # 5).

Table 6.8
Student Teachers’ views about the role of classroom teacher

The EFL classroom teacher ...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Helps student teachers to set clear targets for their teaching.	0	12	44	44
2	Shares lesson preparation with the student teachers to help them build confidence in teaching.	0	12	56	32
3	Shares teaching with student teachers.	0	32	56	12
4	Holds individual meetings to discuss the progress in EFL teaching.	0	20	52	28
5	Plays the key role in preparing EFL student teachers in real situations.	0	16	44	40

The Table 6.8a below shows the descriptive analysis of male and female, and experienced and non-experienced student teachers’ attitudes toward the role of the classroom teacher, but no statistical significance was found in the T-test results.

Table 6.8a
Differences in perception of the role of the classroom teacher between male and female and experienced and inexperienced student teachers.

The EFL classroom teacher ...		Mean		T-value	Mean		T-value	df
		Gender			Experience in using English			
		Male	Female		Experienced	Non Experienced		
1	Helps student teachers to set clear targets for their teaching.	1.75	1.65	.747	1.60	1.70	.354	23
2	Shares lesson preparation with student teachers to help them build confidence in teaching.	1.75	1.82	.643	1.80	1.80	.212	23
3	Shares teaching with student teachers.	2.25	2.18	.643	2.20	2.20	.410	23
4	Holds individual meetings to discuss the progress in EFL teaching.	2.00	1.88	.926	2.20	1.85	.544	23
5	Plays the key role in preparing EFL student teachers in real situations.	1.88	1.71	.537	1.80	1.75	.835	23

6.2.1.9 COMMENT

The findings of parts 2 to 8 of the student teachers' questionnaire represent the *status quo* of both university-based and school-based EFL teacher education in Libya as experienced by the EFL student teachers themselves. It is, thus, apparent that the professional preparation of student teachers is not adequately catered for. This has been clearly shown through the overview given above of student teachers' perceptions of what the programme would enable them to do, or does for them. The findings also covered student teachers' assessment of school experience, including their perceptions of what the schools can or cannot contribute to their professionalisation as future EFL teachers, which in turn showed a discouraging picture of school experience. The findings of this section also highlighted students' views of the assessment criteria used to assess their progress. Some findings obtained from the analysis of the student teachers' questionnaires are self-explanatory, whereas others will be explored in depth in the interviews.

6.2.2 The findings of the Tutors' Questionnaire

6.2.2.1 Background information

This questionnaire was administered to a sample of 22 EFL tutors in the English Language Department of the Faculty of Education, University of Al-Fateh. A description of the sample of tutors who responded to the questionnaire is important since it lays the ground for understanding their responses more deeply in the following stages of the analysis and locating them in context.

The figures in table 6.9 indicate that male tutors outnumber female tutors. This represents the general situation in the workplace in Libya where women are not yet fully represented.

In terms of experience, figures indicate that tutors range from newly qualified to those with long teaching experience. This reflects a renewal of interest in teaching and learning English after a period of stagnation (see Chapter 2 for more details). More than 50% of tutors had no experience in supervising EFL student teachers. Part of their

professionalisation is conference attendance but most were found to have no such opportunities and hence have little contact with modern literature in the field of teaching and learning English.

Table 6. 9
University tutors' sample

Gender	No. of respondents	Teaching experience in years				Supervision experience in years				Conference attendance	
		1-5	6-10	11-15	16 + more	None	1-5	6-10	11 + more	Yes	No
Female	6	2	1	1	2	3	2	1	0	2	4
Male	16	5	3	3	5	8	5	2	1	5	11
Total	18	7	4	4	7	11	7	3	1	7	15

(NOTE: The figures refer to frequencies of responses)

6.2.2.2 Tutors' views about the objectives of the programme

Assessing University tutors' views about what the objectives of the programme are /should be indicative of how they see the programme altogether. This part of the questionnaire aimed to ascertain agreement or disagreement with statements that represent some potential objectives of the EFL teacher education programme.

Figures in table 6.10 show that 81.8% of the respondents did not see that the programme enables students to be creative in producing suitable materials for classroom teaching (item # 1), and 86.4% did not see that it enables them to contribute to the service of the community (item # 2). As for the extent to which the tutors see that the programme enables students to cater for individual differences amongst students (item # 3), responses indicate that 77.2% respondents see the programme as not having this potential. Likewise, 86.3% of the respondents did not see that the programme allows student teachers to access published materials in English that are necessary for their professionalisation and socialisation as teachers (item # 4). About the suitability

of the programme for students' needs and interests, Table 6.10 indicates that 95.5% of tutors thought the programme did not cater for students' needs and interests (item # 5). There is agreement between tutors and student teachers that the programme is irrelevant to students' needs and interests.

Also, 95.5% of tutors' responses indicate that the programme did not enable students to establish a good relationship with school staff, colleagues and students (item # 6). Students' views are similar in this respect. This response justifies those to item # 8 which indicate that the programme did not enable students to practice peer-teaching or discuss different viewpoints raised in their teaching performance.

Tutors thought that the programme helps to enable student teachers to assess the achievement, ability and progress of their students. This can be best understood when taking into account the exam-driven educational system in Libya, where people and educational authorities are obsessed with examinations (see Chapter 2).

As far as the programme's potential to build students' proficiency in the target language, tutors were pessimistic. Responses to item # 10 show that 81.9% did not consider that the programme would help students to communicate using the target language with native speakers.

Table 6.10
Tutors' views about the objectives of the programme

The programme...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Enables students to be creative in producing materials suitable to classroom teaching.	13.6	4.5	31.8	50
2.	Enables students to contribute to the service of their community.	4.5	9.1	59.1	27.3
3	Enables students to care about individual differences amongst students.	4.5	18.2	72.7	4.5
4.	Enables students to access published materials in English.	4.5	9.1	63.6	22.7
5.	Relates to students' needs and interests.	4.5	0	77.3	18.2
6.	Helps students to establish a good relationship with staff, colleagues and students.	0	4.5	0	95.5
7.	Enables students to reflect on their own teaching performance during teaching practice sessions.	0	22.7	27.3	50
8.	Enables students to practice peer-teaching and discuss different viewpoints raised in their teaching performance.	0	9.1	18.2	72.7
9.	Provides students with the knowledge to assess the achievement, ability and progress of pupils.	27.3	63.6	9.1	0
10	Enables students to communicate with native speakers to learn about their culture.	4.5	13.6	45.5	36.4

In Table 6.10a below, the descriptive analysis shows no statistically significant difference in tutors' attitudes towards almost all aspects of the objectives of the programme between male and female, experienced and less-experienced in teaching, and experienced and inexperienced in supervision. However, regarding EFL tutors' role in helping student teachers to be creative in producing materials suitable for classroom teaching, as well as whether the programme relates to the needs of students, a statistical difference ($p < .05$) between experienced and inexperienced in supervision was found i.e. inexperienced tutors reported that the EFL tutor was helpful in these two aspects, more than was reported by experienced tutors.

Table 6.10 a

Differences in perception of the objective of the programme between male and female and experienced and non-experienced tutors.

The programme...		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female	Experienced	Less Experienced	Experienced	Non Experienced				
1.	Enables student the teachers to be creative in producing materials suitable for classroom teaching.	2.00	1.75	.487	2.00	1.73	.544	1.67	2.27	-2.203*	22
2.	Enables the student teacher to contribute to the service of the community.	2.17	1.81	.986	2.00	1.83	.380	1.64	2.18	-1.793	20
3	Enables the student teacher to care about the individual differences amongst pupils.	2.50	2.13	1.301	2.29	2.20	.299	2.09	2.36	-1.048	20
4.	Enables the student teacher to access published materials in English.	2.17	1.88	.838	2.00	1.93	.197	1.73	2.18	-1.521	20
5.	Relates to student teachers' needs and interests.	2.33	1.75	2.165*	2.00	1.87	.468	1.82	2.00	.960	20
6	Helps the student teacher to establish a relationship with staff, colleagues and students.	1.50	1.00	1.706	1.43	1.00	1.508	1.00	1.27	-1.000	20
7	Enables student teachers to be reflective on their own teaching performance during teaching practice sessions.	1.83	1.69	.361	1.86	1.67	.494	1.45	2.00	-1.604	20
8	Enables the student teacher to practice peer-teaching and discuss different viewpoints raised in own or colleagues' teaching performance.	1.50	1.31	.586	1.43	1.33	.309	1.18	1.55	-1.319	20
9	Provides the student teacher with the knowledge to assess the achievement, ability and progress of pupils.	3.33	3.13	.731	3.00	3.27	-.989	3.18	3.18	.000	20
10	Enables the student teacher to communicate with native speakers to learn about their culture.	2.33	1.69	1.668	2.00	1.80	.515	1.35	2.18	-1.898	20

6.2.2.3 Tutors' views about the schools selected for teaching practice

School selection, it is normally the responsibility of the University tutors. Schools are sometimes selected based on the preferences of the University tutors themselves or because of the availability of suitable schools. In most cases, the preference of the University tutor decides which schools are used for teaching practice.

Tutors' opinions about the schools selected for teaching practice, table 6.11 show that they are pessimistic about the role the selected schools could play in the education and professionalisation of student teachers.

Examples of this indicate that the selected schools did not share a partnership with the University for EFL teacher training, as indicated by most responses. Likewise, tutors did not think that the schools were well equipped with facilities for the professional training of future EFL teachers. Also, the majority (77.3%) did not see that the selected schools provided EFL teachers with a suitable environment for teaching practice (item #3). Coinciding with this is their view that the selected schools were not ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetables. In this respect they agree with the student teachers' views.

Moreover, 77.3% of tutors thought that the selected schools were not provided with experienced teachers who could work as classroom teachers for students during teaching practice sessions. The shortage of experienced teachers could be a repercussion of the eradication of the English language from schools (1984-1993), which removed the need to train any EFL teachers.

Table 6.11
Tutors' views about the schools selected for teaching practice

I think the schools selected for teaching practice...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Share partnership for EFL teachers' training.	0	9.1	72.7	18.2
2	Are well equipped with different facilities for professional training for future EFL teachers like themselves.	0	18.2	31.8	50
3	Provide EFL teachers with a suitable environment to practice teaching.	13.6	9.1	31.8	45.5
4	Are ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.	13.6	4.5	22.7	59.1
5	Are provided with experienced teachers who can participate in preparing student teachers during practice sessions.	0	22.7	36.4	40.9

Tutors' responses to their views about the schools selected for teaching practice were analysed and the descriptive results are presented in Table 6.11a above. Results indicate that no statistical difference existed between Male and Female, experienced and less-experienced teaching tutors. However and by contrast, a significant difference (*p<.05) was found between tutors experienced in supervision and those who were inexperienced concerning their opinions about the amount of teaching time EFL student teachers would have in the selected school. Inexperienced rather than experienced tutors thought that the EFL student teachers were able to have a suitable environment as well as time (2/3 of the school days or 75% of their schedule timetable) to teach, more than the experienced tutors did.

Table 6.11a

Differences in perception of the views about schools selected for teaching practice between male and female and experienced and inexperienced tutors.

I think the schools selected for teaching practice...		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Share partnership for EFL teachers' training.	2.7	1.81	1.441	1.86	1.93	-.309	1.82	2.00	-.803	20
2	Are well equipped with different facilities for the professional training of future EFL teachers.	1.83	1.63	.549	1.86	1.60	.712	1.36	2.00	-2.055	20
3	Provide EFL teachers with a suitable environment to practise teaching.	2.00	1.88	.240	2.00	1.87	.267	1.45	2.36	-2.172*	20
4	Are ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.	2.00	1.63	.719	1.86	2.67	.378	1.27	2.18	-2.142*	
5	Are provided with experienced teachers who can participate in preparing student teachers during teaching practice sessions.	2.00	1.75	.648	1.86	1.80	.153	1.55	2.09	-1.677	

$p^* < 0.05$

6.2.2.4 Tutors' views about the criteria used for the assessment of student teachers' progress and achievement

Ascertaining tutors' perceptions of how students' achievement or performance is, or should be assessed is significant since they are the people who do it and take decisions about upgrading or graduation. Tutors are the judges who assess the student teachers' capabilities in terms of the subject matter knowledge component or the general subject-specific pedagogy.

Figures in Table 6.12 indicate that, in their assessment of student teachers, tutors count more on the extent to which students are able to teach, or instruct and manage their classrooms, no matter how, through techniques like establishing good relationships with their students and school staff. The majority of respondents (72.7%) viewed that the programme did not prepare students to use language for communication, confirming the student teachers' responses in this respect (see Table 6.10).

Table 6.12
Tutors' views related to criteria of assessment

I think the achievement or progress is assessed on...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Students' capability in writing assignments related to the observation period, reading list and chosen area.	18.2	27.3	36.4	18.2
2	Students' capability of using the TL for actual and real communication.	9.1	18.2	31.8	40.9
3	Students' competency in teaching, including classroom management techniques.	68.2	31.8	0	0
4	Students' capability to establish a good relationship with pupils, colleagues and staff members.	0	22.7	22.7	54.5

The descriptive analysis of tutors' opinions about the criteria of assessment comparing male and female, experienced and less experienced in teaching, and experienced and inexperienced in supervision is shown in Table (6.12a). The t-test results show that no significant difference could be found.

Table 6.12a

Differences in perception of the views about the criteria of assessment, between male and female and experienced and non-experienced tutors.

I think the achievement or progress is assessed on:		Mean		t-value	Mean		t-value	Mean		t-value	d f
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Students' capability in writing assignments related to the observation period, reading list and chosen area.	2.83	2.31	1.081	2.43	2.47	-.080	2.18	2.73	-1.285	20
2	Students' capability of using the TL for real communication.	2.17	1.88	.601	2.00	1.93	.142	1.64	2.27	-1.542	20
3	Students' competency in teaching, including classroom management techniques.	3.83	3.63	.909	3.71	3.67	.213	3.55	3.82	-1.369	20
4	Students' capability to establish a good relationship with pupils, colleagues and staff.	1.83	1.63	.510	1.71	1.67	.121	1.45	1.91	1.291	

6.2.2.5 Tutors' views about their role(s)

Investigating the University tutors' views about their roles in the socialisation of student teachers is important, especially in a study on teacher education in general and EFL teacher education in Libya in particular. This helps to gain insight into what the foci are in the process of EFL teacher education.

Figures in table 6.13 indicate that tutors adopted a very low profile in students' socialisation as EFL teachers as indicated by responses to the majority of statements in this section. Most tutors (90.9%) did not see helping students to teach English language within the school curriculum framework as part of their role. This again highlights a possible mismatch between school policy and the University programme.

Likewise, 86.4% of tutors did not consider holding supervisory conferences for student teachers to discuss their teaching performance, as the tutor's role (item # 3). Examples of these are several, (see Table 6.13). However, in the case of teaching approaches, tutors were positive with 91% encouraging students to listen and take notes during lectures (item # 13).

Other facets of roles that created positive reaction included "making teachers aware of the assessment procedures" (item # 10). This again coincides with the fact that classroom teaching in Libya is exam-driven and teacher-centred. Teachers have to tell, and students have to listen. This is not just in EFL classrooms; it is a common factor and characteristic of the whole educational enterprise.¹

¹ See Chapter 2 for clarification.

Table 6.13
University tutors' views about their academic roles

I think my academic role is represented in...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Helping to teach English language within the framework of the secondary school curriculum and policy.	0	9.1	22.7	68.2
2	Setting targets for classroom observation period before going into schools.	68.2	31.8	0	0
3	Holding supervisory conferences to encourage student teachers to carry out criticism and team discussions about student teachers observations and teaching.	0	13.6	18.2	68.2
4	Helping the student teachers to use interactive classroom techniques, such as games, puzzles and songs in target language to teach English effectively.	4.5	18.2	27.3	50
5	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.	0	4.5	54.5	41
6	Providing opportunities to observe different EFL teachers in other schools to develop critical thinking.	0	4.5	31.8	63.6
7	Helping the student teachers to use University resources, such as journals, periodicals to develop independent learning and teaching skills.	0	18.2	40.9	40.9
8	Helping students to produce written and conversational tasks in the target language.	4.5	9.1	40.9	45.5
9	Providing opportunities to practise group and pair work techniques to exchange ideas with colleagues.	4.5	13.6	27.3	54.5
10	Making student teachers aware of the assessment procedures.	9.1	86.4	0	4.5
11	Holding seminars to discuss issues raised in the classroom teaching.	0	9.1	54.5	36.4
12	Providing oral and written feedback immediately to help the student teachers develop teaching and maintain progress.	0	4.5	50	45.5
13	Encouraging students to listen to him/her and take notes while lecturing.	22.7	68.2	4.5	4.5

In Table 6.13a below, the descriptive analysis shows no statistically significant difference in tutors' attitudes toward almost all aspects of the professional role of the tutor between male and female, experienced and less experienced in teaching, and experienced and non-experienced in supervision. However, regarding EFL tutors' role in helping student teachers in the use of resources and the production of class tasks, a statistic difference ($p<.05$) between tutors experienced and non-experienced in supervision was found. Non-experienced tutors reported that the EFL tutor was helpful in these two aspects, more than experienced tutors did.

Table 6.13a
Differences in perception of the views about the academic role of the tutor,
between male and female and experienced and inexperienced tutors.

I think my academic role is represented in....		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Helping to teach English language within the framework of the Secondary school curriculum and policy.	1.67	1.31	1.117	1.43	1.40	.091	1.18	1.64	-1.667	20
2.	Setting targets for classroom observation period before going into schools.	3.83	3.63	.909	3.71	3.67	.213	3.55	3.82	-1.369	20
3	Holding supervisory conferences to encourage student teachers to carry out criticism and team discussions about student teachers observations and teaching.	1.67	1.38	.818	1.43	1.47	-.11	1.18	1.73	-1.826	20
4.	Helping the student teachers to use interactive classroom techniques, such as games, puzzles and songs in target language to teach English effectively.	2.00	1.69	.699	2.00	1.67	.782	1.45	2.09	-1.668	20
5.	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.	1.83	1.56	.972	1.71	1.60	.421	1.45	1.82	-1.512	20
6	Providing opportunities to observe different EFL teachers in other schools to develop critical thinking.	1.67	1.31	1.272	1.57	1.33	.876	1.18	1.64	-1.917	20
7	Helping student teachers to use University resources, such as journals and periodicals, to develop independent learning and teaching skills.	2.00	1.69	.863	1.86	1.73	.352	1.45	2.09	-2.150*	20
8	Helping students to produce written and conversational tasks in the target language.	1.83	1.69	.361	1.86	1.67	.494	1.36	2.09	-2.254*	20
9	Providing opportunities to practise group and pair work techniques to exchange ideas with colleagues.	2.00	1.56	1.024	1.86	1.60	.619	1.36	2.00	-1.750	20

I think my academic role is represented in... ..		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
10	Making student teachers aware of the assessment procedures.	3.17	2.94	.891	2.86	3.07	-.85	3.00	3.00	.000	20
11	Holding seminars to discuss issues raised in classroom teaching.	2.00	1.63	1.258	1.71	1.73	-.064	1.55	1.91	-1.380	20
12	Providing oral and written feedback immediately to help student teachers develop teaching and maintain progress.	1.67	1.56	.361	1.71	1.53	.661	1.36	1.82	-1.917	20
13	Encouraging students to listen to him/her and take notes while lecturing.	3.33	3.00	1.019	2.86	3.20	-1.10	3.09	3.09	.000	20

6.2.2.6 Tutors’ views about their professional role(s)

Investigating tutors’ views about their professional roles is complementary to views about their academic roles. Figures in Table 6.14 indicate that tutors play a professional role in the students’ training as EFL teachers. This is clearly evident throughout the responses in this section. Almost all responses tended to be towards the ‘disagree’ and ‘strongly disagree’ options.

Table 6.14
University tutors’ views about their professional role

I think my professional role is represented in...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Providing schools and student teachers with written documents including training components, methodological and assessment aspects of the course.	4.5	36.4	31.8	27.3
2	Holding conferences within the University to provide Secondary school teachers with opportunities to share fresh ideas offered by the University.	9.1	9.1	59.1	22.7
3	Holding regular meetings in schools to provide student teachers with opportunities to share different learning and teaching activities.	0	9.1	40.9	50
4	Encouraging communication between the University and school.	0	4.5	50	45.5
5	Providing student teachers with opportunities to observe a variety of approaches to EFL teaching.	0	0	40.9	59.1

The descriptive analysis of male and female, experienced and less-experienced in teaching, and experienced and non-experienced in supervision, tutors’ opinions about this are shown in Table6.14a, and the T-test results indicate there was no statistically significant difference between them.

Table 6.14a
Differences in perception of the professional role of the tutor, between male and female and experienced and non-experienced tutors.

I think my professional role is represented in...		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Providing schools and student teachers with written documents including training components and the methodological assessment aspects of the course.	2.50	2.05	1.008	2.29	2.13	.359	1.91	2.45	-1.447	20
2	Holding conferences within the University to provide secondary school teachers with opportunities to share fresh ideas offered by the University.	2.33	1.94	.979	2.14	2.00	.362	1.73	2.36	-1.871	20
3	Holding regular meetings within schools to provide student teachers with opportunities to share different learning and teaching activities.	1.67	1.56	.320	1.71	1.53	.584	1.36	1.82	-1.667	20
4	Encouraging communication between the University and schools.	1.67	1.56	.361	1.71	1.53	.661	1.37	1.82	-1.917	20
5	Providing the student teachers with opportunities to observe a variety of approaches to EFL teaching.	1.50	1.38	.510	1.43	1.40	.121	1.27	1.55	-1.291	20

*p**< 0.05

6.2.3 The findings of the EFL Classroom Teachers Questionnaire

6.2.3.1 Background information

This questionnaire was administered to a sample of 28 FL secondary school teachers of EFL (see Table 6.15). The sample consisted of 11 male classroom teachers and 17 female to coincide with the percentage ratio of male/female student teachers. The majority of respondents had teaching experience ranging between 6 and 20 years whereas a minority ranged between 1 and 10 years. 24 out of 28 i.e. 86% of respondents, had no experience of supervising EFL student teachers. This shows how much the teaching of EFL had been neglected and hence there was no need to train teachers for this subject. Only 4 had experience in supervising EFL student teachers.

Table 6.15

Sample of EFL classroom teachers

Gender	No. of respondents	Teaching experience in years				Supervision experience in years			
		1-5	6-10	11-15	16-20	None	1-5	6-10	11-15
Female	17	6	0	4	7	15	0	1	1
Male	11	3	1	4	3	9	1	1	0
Total	28	9	1	8	10	24	1	2	1

(NOTE: The figures in the table refer to frequencies of responses)

6.2.3.2 EFL classroom teachers’ views about the objectives of the programme

Investigating EFL classroom teachers’ views about the objectives of teacher education programmes is important because it yields insight into what school teachers think about these objectives. It is the opinion of this study that teachers’ retrospective evaluation of the programme in terms of what it enabled them to do, yields insight into its effectiveness. Figures in Table 6.16 below, reflect a highly negative view. This was indicated by the majority of respondents who either disagree or strongly disagree with the following statements.

Responses to item # 6 show that 78.6% of classroom teachers thought the programme did not enable students to establish a good relationship with school staff, colleagues and other students or contribute to the service of their community. Likewise, 85.7% of classroom teachers did not see that the programme prepares or aimed to prepare student teachers to reflect on their own teaching performance during practice sessions (item # 7) implying that teacher reflection is a neglected dimension in EFL teacher education in Libya. Responses also indicate that the programme did not have the potential to enable students to practice peer-teaching or discuss different viewpoints raised in their teaching performance. The exception to this rather pessimistic view among EFL classroom teachers concerning the objectives of the programme is the assessment-related objectives. 78.6% of EFL classroom teachers agreed that the programme provides trainee teachers with the knowledge to assess the achievement and progress of their students, something which they share with tutors (item # 9). This again highlights a characteristic of the programme as being exam-driven and assessment-orientated.

Table 6.16
EFL Classroom teachers’ views about the objectives of the programme

The programme		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Enables students be creative in producing materials suitable to classroom teaching.	3.6	14.3	64.3	17.9
2.	Enables students to contribute to the service of their community.	0	7.1	42.9	50
3	Enables students to care about individual differences amongst students.	14.3	28.6	21.4	35.7
4.	Enables students to access published materials in English.	0	10.7	46.4	42.9
5.	Relates to the students’ needs and interests.	0	7.1	46.4	46.4
6.	Helps students establish a relationship with staff, colleagues and students.	3.6	17.9	25	53.6
7.	Enables the students to be reflective on their own teaching performance during practice sessions.	7.1	7.1	35.7	50
8.	Enables students to practice peer teaching and discuss different viewpoints raised in their teaching performance.	10.7	7.1	28.6	53.6
9.	Provides students with the knowledge to assess achievement, ability and progress of the students.	17.9	60.7	14.3	7.1
10	Enables students to communicate with native speakers to learn about their culture.	7.1	3.6	21.4	67.9

The classroom teachers’ responses to the objectives of the programme were analysed and the descriptive results are presented in Table 6.16a below. They indicate that no statistical difference existed between male and female, experienced and less-experienced in teaching, and experienced and inexperienced in the supervision of classroom teachers.

Table 6.16a
Differences in perception of the objectives of the programme between male and female and experienced and inexperienced classroom teachers.

The programme...		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Enables the student teacher to be creative in producing materials suitable to classroom teaching.	1.91	2.12	-.772	2.33	1.89	1.610	2.00	2.04	-.109	26
2.	Enables the student teacher to contribute to the service of their community.	1.64	1.53	.429	1.67	1.53	.540	1.75	1.54	.601	26
3	Enables the student teacher to care about the individual differences amongst students.	2.45	2.06	.927	2.44	2.11	.755	2.75	2.13	1.053	26
4.	Enables the student teachers to get access to published materials in the English language.	1.73	1.65	.304	1.89	1.58	1.151	2.00	1.63	1.038	26
5.	Relates to student teachers' needs and interests.	1.64	1.59	.194	1.78	1.53	.988	1.75	1.58	.484	26
6	Helps the student teacher to establish a relationship with staff, colleagues and students.	1.91	1.59	.922	2.00	1.58	1.168	1.75	1.71	.084	26
7	Enables the student teacher to be reflective on their own teaching performance during teaching practice sessions.	1.82	1.65	.486	1.89	1.63	.702	1.75	1.71	.084	26
8	Enables student teachers to practice peer-teaching and discuss different viewpoints raised in their teaching performance.	1.91	1.65	.667	2.11	1.58	1.327	1.75	1.75	.000	26
9	Provides the student teacher with the knowledge to assess the achievement, ability and progress of the students.	2.82	2.94	-.398	3.22	2.74	1.567	3.00	2.88	.289	26
10	Enables the student teacher to communicate with native speakers to learn about their culture.	1.64	1.41	.651	1.89	1.32	1.657	1.50	1.50	.000	26

6.2.3.3 EFL classroom teachers’ views about the schools selected for teaching practice.

Teachers’ views about the selected schools reflect the insiders’ perspectives about what the selected schools can do for the student teachers. Class teachers’ viewpoints in this respect help to add to those given by both student teachers and their University tutors.

The figures in Table 6.17 indicate that the responses of class teachers in item #1 are evenly divided, which means that the picture is not clear whether the selected schools share partnership for EFL teacher training or not. This aspect needs to be explored in phase 2.

Figures also indicate that the selected schools are not well resourced with the training facilities required for the professional preparation of student teachers. In the meantime, responses were positive (82.2%) concerning the readiness of the selected schools to give up part of their schedule to student teachers’ participation. Also, 53.6% of the teachers thought that the schools were well equipped with experienced teachers who can work as mentors for student teachers. This contrasts with the views recorded for both student teachers and tutors regarding the availability of experienced teachers in the selected schools. A possible explanation for this variance in opinion is probably due to differences in conceptualisation of what ‘experienced’ or ‘inexperienced’ represent among student teachers, tutors and classroom teachers.

Table 6.17
Classroom teachers’ views about the selected schools

I think that the school selected for teaching practice...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Shares partnership for EFL teachers’ training.	10.7	39.3	21.4	28.6
2	Is well equipped with different facilities of professional training for future EFL teachers.	3.6	17.9	50	28.6
3	Provides EFL teachers with a suitable environment to practise teaching.	10.7	14.3	50	25
4	Is ready to enable EFL student teachers to teach 75% of their scheduled timetable.	39.3	42.9	7.1	10.7
5	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice sessions.	17.9	35.7	21.4	25

The Table 6.17a below shows the descriptive analysis of male and female, experienced and less-experienced in teaching, and experienced and non-experienced in supervision classroom teachers’ attitudes toward the school selection and no statistical significance could be found in the T-test results.

Table 6.17a
Differences in perception of the school selected for teaching practice, between male and female and experienced and inexperienced classroom teachers.

I think that the school selected for teaching practice		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Shares partnership for EFL teachers' training.	1.82	1.59	.622	2.00	1.53	1.252	1.75	1.67	.160	26
2.	Is well equipped with different facilities for professional training of future EFL teachers	2.00	1.94	.188	2.11	1.89	.668	2.00	1.96	.096	26
3	Provides EFL teachers with a suitable environment to practise teaching.	2.18	2.06	.341	2.56	1.89	1.861	2.00	2.13	-.248	26
4.	Is ready to provide EFL student teachers to teach 75% of their scheduled timetable.	3.27	3.00	.731	3.56	2.89	1.775	3.75	3.00	1.485	26
5.	Is provided with experienced teachers able to participate in preparing EFL student teachers during teaching practice sessions.	2.55	2.41	.317	2.78	2.32	1.069	2.75	2.42	.569	26

6.2.3.4 EFL classroom teachers’ views about the criteria used for the assessment of student teachers’ progress and achievement

The statements given in this section cover areas of teaching practice and EFL teacher education in general, such as a focus on writing skills, using the target language in real communication (i.e. subject matter knowledge), classroom teaching practices (pedagogical knowledge) and collegiality. Responses presented in Table 6.18 show that EFL classroom teachers were in favour of assessing their students’ progress in the light of their ability to use the TL for real communication. What is surprising throughout the responses is that assessing the students’ ability to use the TL for real communication (item # 2) was highly prioritised by 75% of the classroom teachers. This contrasts with the fact that most student teachers have never had any real opportunity to contact native speakers of the TL or been to a TL speaking country.

More concern (82.2%) is paid by classroom teachers to assessing students’ pedagogical ability in the classroom (i.e. teaching and explaining, etc.) and class control (item #3). Less important as a criterion for the assessment of classroom teachers was the students’ ability to establish good relationships with students, colleagues and staff members as indicated by 42.8% of the responses. The role of students’ academic ability in making or preparing assignments and class work in the University sessions ranks last.

Table 6.18					
Classroom teachers' views about how student teachers' progress is assessed					
I think that students' progress is assessed based on...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Capability in writing assignments related to the observation period, reading list and chosen area.	14.3	25	25	35.7
2	Capability of using the TL for real communication.	35.7	39.3	10.7	14.3
3	Teaching skills, including classroom management techniques.	28.6	53.6	3.6	14.3
4	Capability to establish a good relationship with students, colleagues and staff members.	21.4	21.4	35.7	21.4

The descriptive results shown in Table 6.18a below indicate no significant difference in how classroom teachers’ attitudes toward how student teachers’ progress is assessed

between male and female, experienced and less-experience in teaching, and experienced and non-experienced in supervision. However, regarding the student teachers’ teaching skills, a significant difference (*p<.05) was revealed between the experienced and less-experienced class teachers. The experienced classroom teachers saw that student teachers are assessed on their competency in teaching skills and classroom management techniques more than the less-experienced classroom teachers.

Table 6.18a
Differences in perception of the assessment, between male and female and experienced and non-experienced classroom teachers.

I think that students’ progress is assessed based on...		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female		Experienced	Less Experienced		Experienced	Non Experienced		
1.	Capability in writing assignments related to the observation period, reading list and chosen area.	2.45	2.00	1.081	2.44	2.05	.884	2.75	2.08	1.138	26
2.	Capability of using the TL for real communication.	3.18	2.82	.891	3.33	2.79	1.315	3.50	2.88	1.123	26
3	Teaching skills, including classroom management techniques.	3.00	2.94	.155	3.56	2.68	2.435*	3.25	2.92	.635	26
4.	Capability to establish a good relationship with students, colleagues and staff members.	2.64	2.29	.822	2.89	2.21	1.614	2.78	2.38	.642	26

*p<.05

6.2.3.5 Classroom teachers’ views about the role of school Head teacher in the student teachers’ school experience

Assessing classroom teachers’ views about the role of the Head teachers in a student teacher’s school experience is of great importance since they are able to give the insider’s perspective in this respect. They have the privilege of working daily with the Head teacher.

Responses to this section indicated in Table 6.19 that the Head teacher's role was kept to a minimum level in the process of socialisation of student teachers into the school's atmosphere. For example, classroom teachers did not think that the Head teacher introduced student teachers to the school routine or policy or even to staff members. Once in school, student teachers lost contact with the Head teacher, as indicated by 88.6% of responses in this respect (item # 2). This indicates that the student teachers are not regarded by Head teachers as part of the staff or junior staff. This could contribute to the student teachers' feeling of alienation within schools. Coinciding with this, there is no attempt by the Head teacher to meet with student teachers and discuss the problems they might be facing during their school experience (item # 3). Responses indicted that the only active role played by Head teachers is that of observing student teachers and assessing their performance for grading purposes (item # 4). This finding confirms the response given by student teachers in this respect. This again manifests the role played by assessment in the automation of the educational process not only in teacher education, but also as a whole.

Table 6.19
Classroom teachers' views about Head teacher's role

I think the school Head teacher ...		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	Introduces student teachers to school policy and the staff members.	3.6	17.9	42.9	35.7
2	Keeps in contact with student teachers to help them feel confident during their school experience.	10.7	7.1	50	32.1
3	Holds group meetings with student teachers to discuss the problems raised during the school experience.	14.3	10.7	53.6	21.4
4	Observes student teachers and gives marks for upgrading purpose.	50	28.6	14.3	7.1

The classroom teachers' responses to the Head teacher's role were analysed and descriptive results presented in Table 6.19a below. They indicate that no statistical difference exists between Male and Female, experienced and less-experienced in teaching and experienced and inexperienced in supervision.

Table 6.19a
Differences in perception of the Head teacher's role, between male and female and experienced and inexperienced classroom teachers.

I think the school Head teacher ...		Mean		t-value	Mean		t-value	Mean		t-value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female	Experienced	Less Experienced	Experienced	Non Experienced				
1.	Introduces student teachers to school policy and staff members.	1.91	1.88	.082	2.11	1.79	.954	2.00	1.88	.273	26
2.	Keeps in contact with student teachers to help them feel confident during their school experience.	1.91	2.00	-.250	2.22	1.84	1.019	2.00	1.96	.082	26
3	Holds group meetings with student teachers to discuss the problems raised during school experience.	2.27	2.12	.418	2.67	1.95	1.980	2.00	2.21	-.402	26
4.	Observes student teachers and gives marks for upgrading purpose.	3.27	3.18	.255	3.44	3.11	.872	3.75	3.13	1.221	26

6.2.3.6 EFL Classroom teachers' views about their role(s) in the student teachers' school experience

Assessing how classroom teachers view their roles in student teachers' school experience is important. They are the hosts who welcome student teachers inside their classrooms. This helps to add understanding of the extent to which the atmosphere of the selected schools is supportive for student teachers' professionalisation.

Figures in Table (6.20) show responses tended more towards disagreement than agreement concerning statements representing potential roles the classroom teacher might play in student teachers' professionalisation. The responses indicate that class teachers have a low profile in this process of socialisation. For example 67.9% of them did not see that part of their role is to share teaching sessions with the student teacher (item #3). The same holds true for item # 2 related to helping student teachers in lesson preparation verifying the responses to item # 5 which show that most of the classroom

teachers do not play a key role in preparing EFL student teachers for real teaching situations or share teaching with them.

Table 6.20
Classroom teachers’ views about the role of EFL classroom teacher

The EFL classroom teacher in the selected school:		Responses in percentage			
		Strongly agree	Agree	Disagree	Strongly Disagree
1.	Helps the student teachers to set clear target for their teaching.	3.6	32.1	42.9	21.4
2.	Shares lesson preparation with the student teachers to help them build confidence in teaching.	7.1	25	39.3	28.6
3.	Shares teaching with the student teachers.	0	32.1	50	17.9
4.	Holds individual meetings to discuss the progress in EFL teaching.	3.6	32.1	50	14.3
5.	Plays the key role in preparing EFL student teachers for real situations.	7.1	28.6	39.3	25

The descriptive analysis of male/female, experienced/less-experienced in teaching, and experienced/non-experienced in supervision, classroom teachers’ opinions about the role of EFL class teacher is shown in Table 6.20a, and the T-test results show that there was no statistically significant difference between them. However, in sharing teaching, there was a significant difference (*p<.05) between experienced and less-experienced classroom teachers. That is, the experienced classroom teachers shared their teaching with the student teachers more than the less-experienced classroom teachers.

Table 6.20a

Differences in perception about the role of EFL classroom teacher, between male and female and experienced and non-experienced classroom teachers.

The EFL classroom teacher in the selected school ...		Mean		t-value	Mean		t-Value	Mean		t-Value	df
		Gender			Teaching Experience			Supervision Experience			
		Male	Female	Experienced	Less Experienced	Experienced	Non Experienced				
1.	Helps the student teachers to set clear target for their teaching.	2.36	2.06	.961	2.44	2.05	1.192	2.50	2.13	.843	26
2.	Shares lesson preparation with the student teachers to help them build confidence in teaching.	2.27	2.00	.763	2.33	2.00	.896	2.50	2.04	.923	26
3	Shares teaching with the student teachers.	2.27	2.06	.778	2.56	1.95	2.293*	2.50	2.08	1.098	26
4.	Holds individual meetings to discuss the progress in EFL teaching.	2.45	2.12	1.166	2.56	2.11	1.516	2.50	2.21	.712	26
5.	Plays the key role in preparing EFL student teachers for real situations.	2.36	2.06	.867	2.44	2.05	1.073	2.50	2.13	.761	26

*p<.05

In the section below non-parametric statistical analysis is used to ascertain the extent to which there is congruence or not amongst student teachers’ University tutors and classroom teachers in the selected schools regarding the shared sections of the three questionnaires, and to shed some light on the aspects that need to be explored in depth in Phase 2 of the study.

6.2.4 Differences amongst respondents in perception of the objectives of the programme.

The responses of each type of respondent related to the objectives of the programme (i.e. what the respondents see concerning the importance of the programme), the school selection (i.e. what did the respondents say concerning the selection of schools), and criteria of assessment (i.e. how students’ achievement is assessed) were compared, to check the extent to which they agree or not.

For variations amongst the respondents of the three samples regarding the objectives of the EFL teacher education programme, the use of Kruskal-Wallis² proved beneficial. Table 6.21 shows differences amongst the three cohorts in the 4 out of 10 statements that stand for the objectives of the programme.

Table 6.21

Variations in perception of the programme objectives amongst the three cohorts of respondents

The programme...		Kruskal-Wallis Average-mean Ranks			2-tailed Sig.
		Student Teachers	Tutors	Class teachers	
1.	Enables students to be creative in producing materials suitable to classroom teaching.	36.92	33.25	42.70	.233
2.	Enables the students to contribute to the service of their community.	35.64	44.27	35.18	.207
3.	Enables students to care about the individual differences amongst students.	38.08	39.00	37.14	.946
4.	Enables students to get access to published materials in English.	38.42	41.75	34.68	.468
5.	Relates to students' needs and interests.	45.10	39.59	30.41	.011*
6.	Helps students to establish a relationship with staff, colleagues and students.	41.32	28.16	42.77	.009*
7.	Enables students to be reflective on their own teaching performance during teaching practice sessions.	43.20	36.05	34.89	.286
8.	Enables e students to practise peer-teaching and discuss different viewpoints raised in their teaching performance.	35.04	35.23	42.82	.207
9.	Enables students to assess the achievement, ability and progress of their students.	15.70	52.41	46.59	.000**
10	Enables students to communicate with native speakers and listen to and understand spoken English.	48.16	38.86	28.25	.002**

*p=<.05 & **p=<.005

Differences were found in 4 out of 10 statements (5, 6, 9 &10). For example, the ranks show differences between the three groups of respondents in their average-mean perception of whether the programme relates to the student teachers' needs and interests. The average-mean ranks of the three types of respondents given in Table (6.21) show that student teachers are less negative than either tutors or class teachers in

² Kruskal-Wallis is a non-parametric test used to compare scores in more than two groups, for example, to compare the rated quality of work for people in four ethnic groups (see Bryman and Cramer, 2001,pp.34-35). Use of this test is found useful for comparing between the three groups of respondents in their perceptions of the objectives of the EFL teacher education programme, the schools selected for teaching practice & criteria used for the assessment of student teachers' achievement and progress.

this respect. Responses indicate that student teachers viewed the programme as being relevant to their needs and interests more than did their tutors or EFL teachers. The two-tailed significance is (0.011). Responses to item # 6 indicated highly significant differences amongst the three cohorts of respondents related to the potential of the current programme to help teachers to establish a good relationship with staff, colleagues, and pupils in schools. This is indicated by the average mean-ranks of the three cohorts of respondents. The two-tailed significance is .009. However, the difference between the ranks of both student teachers and the classroom teachers is very small compared to the difference between both and that of the tutors. This is because student teachers and classroom teachers are more attached to each other than tutors are to each of them. Figures in Table 6.21 show the differences amongst the three cohorts of respondents concerning whether the programme had the potential to enable the student teachers to assess the achievement, ability and progress of their pupils/students. This is indicated through the differences amongst the average mean ranks of the three cohorts of respondents. Figures also indicate that tutors are more positive than both student teachers and classroom teachers concerning the potential of the programme to enable student to assess the achievement, ability and progress of their students. This is clearly noticeable from the gaps between the average-mean ranks of respondents.

Another item which revealed statistically significant differences between the three cohorts of respondents was their perception of the potential of the programme to enable student teachers to communicate with native speakers and listen to and understand spoken English (item # 10). The average mean ranks are 48.16 for student teachers, 38.86 for the tutors and 28.25 for the class teachers. The 2-tailed significance is .002. As indicated by the differences between the average mean ranks, student teachers are less negative than both tutors and classroom teachers regarding the potential of the programme to enable them to use the language communicatively. The fact that classroom teachers were the least enthusiastic is probably because they were criticising the programme as they themselves experienced it within their work.

6.2.5 Differences in perception of the schools selected for teaching practice

Use of Kruskal-Wallis analysis procedure showed variations amongst the three groups of respondents regarding the schools selected for teaching practice in two areas.

Table 6.22
Variations in perception of the schools selected for teaching practice

The school selected for teaching practice...		Kruskal-Wallis Average-mean Ranks			2-tailed Sig.
		Student Teachers	Tutors	Class teachers	
1	Shares partnership for EFL teachers' training.	33.94	46.14	35.23	.071
2	Is well equipped with different facilities of professional training for future EFL teachers like me.	32.50	36.61	44.00	.108
3	Provides EFL student teachers with a good opportunity to practice teaching.	43.20	32.07	38.02	.172
4	Is ready to provide EFL student teachers with the opportunity to teach a portion of their scheduled timetable.	32.68	25.80	52.34	.000**
5	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice sessions.	40.96	28.77	42.61	.045*

*p=<.05 & **p=<.005

The average-mean ranks for the three cohorts of respondents are close to one another in all items except two. The first is related to the extent to which the selected schools willingly give up a portion of their scheduled timetable to the student teachers. The second relates to whether the schools have experienced teachers to work as class teachers and provide student teachers with consultation and expertise. Average-mean ranks given in Table 6.22 indicate that classroom teachers were more positive about this than were student teachers and University tutors. The 2-tailed significance is .000. The gap between classroom teachers and both students and tutors might represent a subjective perspective by classroom teachers. Average-mean ranks of the three types of respondents show statistically significant differences amongst them regarding whether the selected schools are provided with experienced teachers who can give guidance, expertise and consultation to EFL student teachers. As previously mentioned, the average-mean ranks show that classroom teachers saw their schools as having experienced teachers who can provide both help and a source of expertise for student

teachers. The average-mean rank for class teachers is much higher than those of both student teachers and their tutors. The two-tailed significance is .045.

6.2.6 Differences in perception of the criteria used in the assessment of student teachers' progress and achievement.

Statistical analysis given in Table (6.23) shows differences amongst the respondents regarding three of the criteria of assessment included in Table 6.23. The average-mean ranks are 45.27 for classroom teachers, 40.86 for student teachers and 25.50 for University tutors. The 2-tailed significance is .003. What is apparent is that the average-mean ranks of both student teachers and classroom teachers are closer to each other than either of them is to tutors. This might also highlight a mismatch between what the programme prepares student teachers for and what actually occurs in assessing student teachers' progress. Alternatively, tutors are more concerned about the students' ability to teach and classroom management. This is indicated by the differences amongst the average-mean ranks where the 2-tailed significance is .01 as given in Table 6.23.

Table 6.23
Variations in perception of the criteria used in the assessment of student teachers' progress and achievement amongst the three cohorts of respondents

Criteria of assessment	Kruskal-Wallis Average mean Ranks			2-tailed Sig.
	Student Teachers	Tutors	Class teachers	
1 Capability in writing assignments related to the observation period, reading list and chosen area.	31.90	44.41	38.41	.122
2 Capability in using the TL for communication.	40.86	25.50	45.27	.003
3 Competency in teaching, including classroom management techniques.	39.22	46.84	29.96	.010*
4 Capability to establish a good relationship with students, colleagues and staff members.	31.48	32.82	47.89	.006*

However, the capability to establish good relationship with students, colleagues and staff members is not considered as a criterion by students for assessing their progress while University tutors and classroom teachers are more enthusiastic about it. This is clearly indicated through the average-mean ranks of the three groups of respondents.

Appendices 1-3, Student Teachers' Questionnaire & Classroom Teachers' Questionnaire), the researcher was keenly interested in exploring the extent to which there is consistency or inconsistency between the two groups of respondents. The student teachers would give their view of the tasks that are/should be performed by the EFL classroom teacher and the classroom teacher's perceptions of his/her role(s) would be ascertained. These give an insight into the images each group of respondents hold of what an EFL classroom teacher is/should be. The importance of investigating this lies in the fact that teachers' images affect the way they approach classroom routines and how they perform their roles.

Figures given in Table 6.25 show no statistically significant differences between the two groups of respondents, except in their response to the first item indicating that student teachers and classroom teachers held a similar opinion about their roles such as sharing teaching experience and preparation work with their colleagues. By contrast, it also shows that the classroom teachers thought setting clear targets for their teaching was important more than did student teachers.

The table also shows that a great deal of agreement was found between the two cohorts of respondents concerning the majority of aspects of the EFL classroom teacher role. This is indicated through the means for both groups, which are very close to each other.

Table 6.25
Differences in perception of the role of EFL classroom teacher between student teachers and class teachers

The EFL teacher:	t-test		df	t-value	2-tailed
	Means				Sig.
	Student teachers	Class teachers			*(P=<.05)
1. Helps the student teachers to set clear targets for their teaching.	1.68	2.18	51	-2.38	.021*
2. Shares lesson preparation with the student teachers to help them build confidence in teaching.	1.80	2.11	51	-1.394	.169
3. Shares teaching with the student teachers.	2.20	2.14	51	.306	.761
4. Holds individual meetings to discuss the progress in EFL teaching.	1.92	2.25	51	-1.064	.106
5. Plays the key role in preparing EFL student teachers in real teaching situations.	1.76	2.18	51	-1.845	.071

6.2.9 Academic role of the University tutor as perceived by the student teachers and the University tutors.

Statistical analysis indicated agreement between student teachers and University tutors over the majority of the aspects of the academic role played by the University tutor with the exception of some positions that witnessed statistically significant differences. These differences related to:

- 1) Helping student teachers to teach EFL within the framework of the secondary school curriculum and policy;
- 2) Setting targets for classroom observation periods taught by student teachers before going into the schools;
- 3) Providing opportunities to observe different EFL teachers within different schools to develop critical thinking;
- 4) Providing opportunities to practice group and pair work techniques to exchange ideas with colleagues.

For example, figures in Table (6.26) indicate that student teachers considered that an aspect of the academic role of the University tutor is to help students to teach within the framework of the secondary school curriculum and policy⁴ more than tutors did. The 2-tailed significance of this difference was .032. Also, student teachers were less enthusiastic about the academic role of the University tutor in setting target(s) for classroom observation periods before going into the schools than were tutors themselves. The 2-tailed significance is .029. The third position of difference says that University tutors saw that an aspect of their academic role was to provide student teachers with opportunities to observe different EFL teachers within different schools to develop critical thinking. However, they saw this less than student teachers did. The 2-tailed significance is .01.

The last difference shows that the student teachers thought that the University tutor was responsible for providing them with opportunities to practise group and pair work techniques to exchange ideas with colleagues whereas tutors were less enthusiastic about it. The 2-tailed significance is .019. This finding helps to explain the reason why

⁴ Graduates of English departments at Al-Fateh University are appointed as EFL teachers in the secondary stage in Libya.

collaborative activities are absent from the EFL classrooms in Libya. The finding also relates to those obtained in the first part of the data findings, which indicated that University tutors do not set themselves as an example. This finding also coincides with responses to item # 13 in this section, which indicates that there is agreement between tutors and student teachers upon their roles. The tutor's role is to lecture and instruct while students are to listen and take down notes.

Table 6.26

Differences in perception of the academic role of University tutor between student teachers and tutors

I think the academic role of the University tutor is represented in...		t-test		df	t-value	2-tailed Sig.
		Means				
		Student teachers	Tutors			
1	Helping to teach English language within the framework of the Secondary school curriculum and policy.	1.88	1.41	45	-2.208	.032*
2	Setting the target(s) for classroom observation periods before going into the schools.	3.16	3.68	45	2.258	.029*
3	Holding supervisory conferences to encourage student teachers to carry out criticism and team discussions about student teachers observations and teaching.	1.68	1.45	45	-1.037	.305
4	Helping student teachers to use interactive classroom techniques, such as games, puzzles and songs in target language to teach English effectively.	2.04	1.77	45	-1.071	.290
5	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.	2.08	1.64	45	-1.486	.144
6	Providing opportunities to observe different EFL teachers within different schools to develop critical thinking.	1.92	1.41	45	-2.549	.010*
7	Helping student teachers to use University resources, such as journals, periodicals to develop independent learning and teaching skills.	1.48	1.77	45	1.429	.160
8	Helping students to produce written and conversational tasks in the target language.	1.64	1.73	45	.392	.697
9	Providing opportunities to practice group and pair work techniques to exchange ideas with colleagues.	2.28	1.68	45	-2.434	.019*
10	Making student teachers aware of assessment procedures.	2.96	3.00	45	.237	.813
11	Holding seminars to discuss issues raised in the classroom teaching.	1.64	1.73	45	.392	.697
12	Providing oral and written feedback immediately to help develop teaching and maintain progress.	1.68	1.59	45	-.369	.714
13	Encouraging student teachers to listen to him/her and take notes while lecturing.	2.96	3.09	45	.603	.549

*p=<.01 & **p=<.005

6.2.10 The Professional role of the University tutor as perceived by the student teachers and the University tutors.

A complementary aspect of the academic role of University tutor is the professional aspect. Results of applying the t-test shown in Table 6.27 indicate agreement between both groups of respondents regarding all but one aspect of the professional role of the University tutor.

Table 6.27
Differences in perception of the professional role of University tutor
between student teachers and tutors

I think the professional role of the University tutor is represented in...		t-test Means		df	t-value	2-tailed Sig.
		Student teachers	Tutors			
1	Providing schools and student teachers with written documents including training components, methodological and assessment aspects of the course.	2.16	2.18	45	.088	.931
2	Holding conferences within the University to provide secondary school teachers with opportunities to share fresh ideas offered by the University.	2.44	2.05	45	-1.739	.089
3	Holding regular meetings within schools to provide the student teachers with opportunities to share different learning and teaching activities.	2.24	1.59	45	-3.048	.004**
4	Encouraging communication between the University and school.	1.88	1.59	45	-1.416	.164
5	Providing the student teachers with opportunities to observe a variety of approaches to EFL teaching.	1.56	1.40	45	-.880	.383

Statistically significant differences, as indicated by the difference between the means of both groups, were found between student teachers and University tutors related to the role of holding meetings within schools to provide the student teacher with opportunities to share different learning and teaching activities. The above findings show a great deal of agreement between student teachers and tutors upon academic and professional aspects of the University tutors’ role. The differences observed between student teachers and tutors carry many implications, some of which are cultural, and some others are educational. Implications are presented in detail in Chapter 7.

6.3 Findings of the Qualitative Analysis of the interviews: voices heard

Focus in this Chapter has been the quantitative analysis of questionnaires administered to student teachers, University tutors and classroom teachers. The findings gave a snapshot of the status quo for the EFL teacher education programme, as seen by them. This section aims to provide much deeper perspective of the EFL teacher education programme, including both the University-based and school-based student teacher learning experience.

Participants in phase two of the study included both males and females though the number of females exceeded that of the males. This is a gender issue, which could not be controlled and which also could be related to social aspects since the researcher is a woman, it was easier to enlist female rather than male participants.

Table 6. 28
Participants in the semi-structured interviews

Interviewees	Symbol used	Number	Gender		Location
			Male	Female	
Student teachers	ST	10	2	8	Al-Fateh University
University tutors	UT	6	4	2	Al-Fateh University
Classroom teachers (eight teachers)	CT	2	0	2	Abu Menyar Secondary Schools for Girls
		2	1	1	Ali Wuraith Secondary School for Boys
		2	0	2	7 th of April Secondary School for Girls
		2	1	1	Jamal Abdel-Naser Secondary School for Boys
School Head teachers	HT	4	1	3	One from each of the four secondary schools mentioned above

In stage two of the study, views were addressed in more depth to achieve a wider understanding of the whole picture of the EFL teacher programme with its different dimensions. The analysis of the qualitative data was guided by the following objectives:

- To gain a deeper understanding of the findings of the set of three questionnaires;
- To obtain the views of those involved in the University-based aspects of the EFL teacher education programme that influence student teacher learning;
- To ascertain the role of the school experience on student teacher learning, including the roles of the EFL classroom teacher, Head teacher, and all other variables that influenced student teachers' learning;
- To ascertain the role played by the EFL teacher education programme in terms of how teachers are oriented, prepared and assessed;
- To identify in the participants' responses the range of constraints that influence the EFL teacher education programme.

Categorisation and sub-categorisation of data⁵ have yielded a set of major categories and sub-categories that could together illuminate the situation and contribute towards drawing a comprehensive understanding of the EFL context in general and EFL teacher education in particular. Presentation of these categories or themes is accompanied by live quotations to substantiate the issues under investigation. However, with the agreement of the informants, selective quotation is used. Three main categories emerged from the interview data analysis as follows:

1) Learning and teaching domain:

- Respondent's perceptions towards EFL learning and teaching.
- The role of motivation.
- What is the present role played by the school experience in the EFL student teachers' professional learning? This includes:
 1. The role the University tutor plays/could play in the student teachers' professional preparation;
 2. The role that EFL classroom teachers play/could play in the student teachers' preparation;
 3. The role(s) that Head teachers play/could play in the process of EFL student teacher learning.

⁵ See Chapter 5, sections 5.5.2, 5.5.2.1, 5.5.2.2, 5.5.3, 5.5.4 & 5.5.6 about how the interviews were planned, conducted and analysed.

2) Teacher education programme domain :

- What is the present role played by the University and school-based components of the EFL teacher education programme? This includes:
 1. Orientation of the EFL teacher education programme in terms of informants views about:
 - a) The programme foci;
 - b) What the programme lacks; e.g. respondents realised that they had insufficient training.
 2. Characteristics of EFL teaching in the classroom;
 3. How are student teachers' progress and achievement assessed?

3) Constraints domain:

- What are the contextual constraints that prevent the programme from having an effective role in the student teachers' learning?
 1. University-based constraints.
 2. School-based constraints.
 3. The role played by the contextual problems (Social, cultural, educational and political).
 4. Suggestions.

6.3.1 Learning and teaching domain

Data analysis shows interviewees' responses cover the following issues, all of which refer to the learning experience of student teachers, and, more specifically, related to facets of the EFL teacher programme including both University-based and school-based experiences. The University-based experience includes all the variables related to the programme. These include similar perceptions of learning and teaching, the role of motivation, the role of the University tutor, course work components of the programme; the student teachers' learning approaches; methodological orientation and focus of the programme; resources; etc. On the other hand, the school-based experience included variables in the school context, such as the role of the classroom teacher; Head teacher; resources; students; course books; examinations; etc.

6.3.1.1 Perceptions towards EFL learning and teaching

Many respondents relate the way they learned English to the way they teach English under the current situation. Therefore investigating the former will facilitate identifying the way in which they teach the language. However, many respondents recalled their experiences of learning English and pointed out that the way they had learned Arabic helped them in learning English. Therefore learning English can utilise the approach used for learning Arabic in which the student-centred environment and authentic material is very limited. Because, since kindergarten, Moslem students learn the Holy Quran by heart, students were trained from the very beginning to learn how to memorise. The characteristics of this Arabic method of learning fit well into the English grammar translation method used by teachers and tutors. Recitation and memorisation are common practices in Libyan classrooms. As one teacher expressed her experience of learning English:

“I used to learn most of the English text book by heart in order to be able to speak the language because at that time the materials were very limited” (CT/6).

Another teacher explained her experience of learning English:

“I have to memorise some texts because in the exam paper they ask us to write a piece of work as composition. These texts help me in passing the composition test” (CT/2).

A student teacher referred to her learning experience:

“Although it is not easy to recite the huge amount of the syllabus, but I think this helped me to know much of the vocabulary as well as it helped me to pass the exams” (ST4).

Respondents discussed how English is learned through listening and speaking. Some respondents emphasise the importance of speaking.

Most of the respondents agreed that listening and speaking are very important for learning English.

“I believe that the language is a means of communication, if you don't use the language you can't communicate with people. We need to talk and speak out in order to develop our language skills and communicate with English people” (ST/3).

A University tutor commented:

“I realise how important it is to develop the speaking skills but due to the lack of time and facilities we could not provide enough time to develop these skills” (UT/3).

Some respondents agreed that learning a foreign language needed critical thinking and realised that current methods are not efficient. One University tutor quoted:

“In spite of the difficulties facing the department, I try to include some discussions to adjust the course I teach in order to make the lecture live and help the students to participate, but I didn’t find the positive attitude, they were used to spoon feeding” (UT/2).

In order to understand the learning situation in Libyan classes, there are two main factors. One is the teacher’s role. Learners look at teachers as a source of knowledge (spoon feeding and teacher-centred approach). The other is related to the traditional method of studying Arabic, learning by heart, which may be a helpful method for English language students in this cultural context.

6.3.1.2 Role of motivation

Investigating the role of motivation is essential in a study on language learning and teaching. In stage 1, respondents were asked to give their reason for joining the EFL department. In stage 2 these responses were further investigated to discover what motivated them to join the EFL department, what were the factors affecting their choices and to identify the problems facing the EFL teacher training programme. In the interviews student teachers elaborated on their choice of joining the English department.

Analysis of data indicates that the role of motivation in learning has been a common factor emphasised by almost all informants, especially the student teachers who gave their reasons for learning English in the University. The influence of a prior learning experience and prior contact with English as a language during childhood is highlighted as it appeared to be important.

“I lived in England for a while. My mother used to study there to be a medical doctor and I spent about 5 1/2 years. I went to schools there since my early childhood. I think since then I liked English and this helped me a lot in learning

English” (ST/6).

Although, there was a state of stagnation in the EFL field during the eradication period, English language teaching still has a high status in the country. Most respondents indicated that they were motivated by guaranteed better jobs after graduation. This has a great influence on the respondents as one tutor stated:

“The job market has some influence. This is because English has a special status in the country. All jobs with such as oil companies require knowledge of English. A degree in English means getting a job easily” (UT/4).

Work in private schools also justifies this interest in English.

“Nowadays, especially after the eradication period, private schools are provided on a large scale. Specialising in English will help me to find a job either in government or private schools”. (ST/10).

A relevant addition by one teacher was:

“When I joined the English language department I was interested to join the British Council Centre to get a training course in the UK after graduation because the British Council can offer summer training courses for its employees” (CT/ 6).

Another class teacher explained how proud she feels about being a teacher of English because:

“It’s prestigious to teach English, especially as English is the world language, and when I teach it I feel like I am teaching the language of the world, also I feel proud because I can teach in Oil company schools and the British Council centre” (ST/9).

To study English facilitates the opportunity to pursue higher graduate studies abroad in an English speaking country. As one student teacher said:

“You need to know the language of these countries, which is English, therefore I need to improve my language so I can apply for a scholarship to study abroad (ST/10).

The role of family impact together with Libyan culture and tradition has been influential. Because of the conservative nature of Libyan society, some respondents

indicated that their families influenced their choice of career. Also, there are still families who plan the career of their daughters and the teaching profession is still considered to be a suitable female occupation. For example one class teacher said:

“My husband didn’t want me to stay 6 hours out of the house like other governmental jobs. In teaching I just stay a few hours out of the house”(CT/7).

The above comment validates the findings obtained from the analysis of the Student Teachers’ Questionnaire (see section 6.2.1). Parents’ awareness and keen interest in ensuring their children learn English was another factor. One student teacher said:

“My father keeps on convincing me that teaching is a suitable job for females due to their nature. Since I have no other choice I have to obey my father” (ST/8).

Thus the analysis revealed that both intrinsically and extrinsically the student teachers were oriented to obtain different jobs. Some of the respondents were willing to learn the language for personal reasons such as their liking and interests in English to progress to more training or a higher degree, others were oriented because of family pressure or job attraction. For those who are not motivated to be EFL teachers, the reasons, which underpin or undermine their desire to pursue their profession, will be discussed in Chapter 7.

6.3.1.3 The University-based experience

6.3.1.3.1 Perceptions of the role of the University tutor

Findings obtained from the questionnaire data analysis indicate that, when reflecting on their education, student teachers give the University tutors, in their role as EFL tutors, a very low profile. Student teachers’ responses to the questionnaire relating to how they view the University tutor’s role, whether academically or professionally, is limited to roles like lecturer, instructor, assessor and exam recruiter.

The findings of the interview analysis support those of the questionnaire, yet throw more light and add depth and insight into the findings of the questionnaire. For example, the role of the University tutor was not envisaged as educating student teachers to teach what is offered in the secondary schools. A University tutor claims:

“My job is not to prepare him/her [the student teacher] to teach a certain course book apart from the others. It is to prepare them [student teachers] to teach any course book” (UT/6).

One decision-maker voiced his concern:

“It is not enough if a tutor trainer only has enough knowledge about English language and has so many years of teaching experience. This does not mean that this trainer knows how to supervise teachers within the classroom visits. We need a qualified trainer, one well prepared to be a supervisor and EFL teacher trainer” (UT/2).

The role of the University tutor has been mainly directed towards the professional preparation of student teachers. Most class teachers and student teachers were against the University tutor’s detachment from the world of reality. As one class teacher commented:

“I think I didn’t learn a lot from the University because what is learnt at the University is not applicable to the classroom where I believe the classroom is the kitchen where we cook the meal and taste it with the student. Ready meals cooked by the University people are not always good” (CT/6).

The role of the University tutor is apparently seen as that of an assessor and instructor. The main concern is to assess student teachers’ achievements and progress in a traditional way.

“The most important for them is to lecture and that’s it and all we have to do is to trace their tongues by our pens writing down every word we hear” (ST/3).

Another student teacher added:

“When I started teaching practice, I was expecting my supervisor to visit me more often in order to tell me whether I am on the right track or not, but what happened is, he just visited me once in the classroom, his visit did not last long” (ST/2).

Another student teacher added:

“The first time I came to school I was afraid especially when I got into the classroom because I have not practiced being a teacher at the University” (ST/5).

Another student teacher added:

“When I go to teaching practice I just recite my lesson plan by heart and teach it, because we practice teaching at the University only on few occasions, I mean that the supervisor explains to us how to plan the lesson and how to follow our plan” (ST/1).

All these views indicate that the University tutors’ role is kept to a minimum.

6.3.1.4 School-based experience

Student teachers’ attitudes towards learning how to teach have been influenced to some extent by their school experience. There were two main questions related to what student teachers would learn from the role played by the school in terms of their preparation. These questions are: what is the role played by both school teachers and Head teachers in the student teacher’s learning? What is the range of influences affecting EFL teachers’ preparation including the whole school atmosphere?

As far as the school experience is concerned, it has been found that the influences affecting student teachers’ experience in the selected schools are mainly constraints. Complaints were many and covered every aspect. Their views of the experiences they encountered in the selected schools help to portray the nature of the teaching practice experience and how the role played by the school affects the learning/teaching of the student teachers. They also highlight the shared ground amongst the informants. Table 6.29 gives an indication of the many examples of experiences collected from the informants matched against the frequency of responses.

Table 6.29
Examples of influences of school experience on student teachers' learning experience

Influences on students' school experience	Frequency of responses*
EFL classroom teachers' teaching approaches	36
How classroom teachers and Head teachers view student teachers	23
How student teachers view the school members	10
Concern about learning English	17
Students' attitudes towards the English language	12
School facilities	34
School students' language proficiency level	22
School students' learning approaches/styles	23
Influences on students' school experience.	Frequency of responses*
School administration	26
Class size	44
The school textbook	28
Lack of university-school liaison	19
Time constraints	39
Lack of in-service training	12
Highly challenging informational components of the textbooks	22
School policy	12
Clashing requirements of both the teaching syllabus and examination	22
Assessment systems followed within schools	23
Timing of teaching practice	12
Period of teaching practice	13

* N.B. As the informants often made multiple responses to each question, the number contained in the table above adds up to more than the number of each type of informant.

Examples of some of the influences indicated to have had the greatest impact on student teachers' school experience are discussed below.

6.3.1.4.1 The role of the class teachers and Head teachers

The findings obtained from the questionnaire data analysis referred to the fact that the student teachers give the school staff a very low profile in their education as EFL teachers. Although the debate takes the form of agreeing and disagreeing about the school role, the majority of the student teachers' responses relating to how they view

the role played by the school teachers is kept to a minimum. Most of school staff were viewed as authoritarian and unhelpful.

During the interviews, greater depth and insight into this aspect has thrown more light on and support for the questionnaire findings. For example, the role of the school members according to most of the respondents' views was not envisaged as helping the students to teach well, as it was not effectively existent as far as the pedagogical preparation of the student teachers was concerned. A range of complaints was made about the role of the EFL class teachers, Head teachers, the school constraints and the general atmosphere. One of the student teachers expressed her feelings and attitudes towards the class teacher when she commented:

"Some teachers are not sociable they are busy in their teaching or preparing for the final exams" (ST5).

A Head teacher commented:

"As far as I am concerned I have a minimal role in the EFL teacher education programme because I am not knowledgeable enough about the programme because as a head teacher I feel that it is not my responsibility to train student teachers but it is the responsibility of the university tutor " (HT/2).

A student teacher criticised:

"When I visited the school for the first time I felt I was not welcomed or introduced to staff members or school policy by the Head teacher " (ST/5).

Another student teacher commented:

"The class teacher could be helpful if he/she shares with me the lesson plan and teaching. But she sits in the class with me to pick up my mistakes and embarrass me in front of the pupils" (ST/3).

A Head teacher commented:

"I wish I knew more about helping those teachers because I feel sorry for them and for the students who they are going to teach" (HT/3).

A class teacher said:

“I myself did not know what the student teacher is doing with my class. As I am not involved in visiting or upgrading the student teacher I just sit in the teachers’ room, correct students’ books or prepare for the lesson because the students complain and ask me to teach the lesson again” (CT/2).

A student teacher commented:

“The class teacher is very helpful, she informed me about the class and about the lesson I am going to teach and I found her instructions useful” (ST/6).

In the Libyan schools, data revealed that mentoring does not exist. The majority of the respondents realised that there is a shortage of qualified teachers. A class teacher expressed her reaction towards EFL teacher preparation:

“What I can do is to tell the student teacher about the lesson she is going to teach. I could not be of much help to her because I was away for nine years from teaching of English for the period of the eradication. When I came back to teaching I had no in-service training to refresh my knowledge” (CT/8).

The debate raises pros and cons about the teachers’ role. But, most of the teachers realise the inadequacy of their preparation and they are willing to help although some of them are not prepared well enough for this responsibility.

6.3.2 Teacher education programme domain

(Content and programme orientation)

As far as the components of the programme are concerned, examples were many, of which all are related to an aspect of what student teachers would learn from the programme in terms of the objectives or targets of the programme; or more specifically from *“Which component(s) of the programme do student teachers benefit most?”* And *“What is the role played by the university tutor in the student teacher’s learning?”*

Informants’ responses reflect their views towards the EFL teacher education programme in terms of inadequate pedagogical and subject-specific pedagogical

components. The shallowness of the methodology course component of EFL teacher preparation programmes was one common issue. One of the student teachers related that when it comes to a listening lesson, she either leaves it out or converts the listening lesson into a reading activity. Her comment below highlights a lack in pedagogy.

"In the University we do not study anything about how to teach listening in practice. We just take theories. But in practice, we don't. You know, we have never used the language laboratory" (ST/10).

Again, the focus of the EFL teacher education programme on proficiency in English coming at the expense of the pedagogical knowledge was criticised. This adds to the previous complaints by student teachers about lack of confidence and trust in their own abilities, especially in classroom management and using collaborative activities, such as group and pair work. This is because, as one student teacher commented:

"Our main focus is on the specialisation subjects. I mean...ahh literature, Poetry and Grammar. These are the things that makes you fit in English teaching" (ST/1).

This leaves student teachers in a perplexed situation where they are asked to do things they are not aware of, while being expected to act as responsible teachers. This in turn creates a gap between theory and practice.

"...They [University tutors] just pour out theories that have no relationship to the actual reality. They are concerned about lecturing, and that is it. They don't know how we live at schools like us because they don't visit schools regularly and quite often we don't see them" (CT/4).

Even the focus on language proficiency is only partial, since it places great emphasis on the student teachers' mastery of the grammar of language.

"I always remembered grammar rules by heart. I still remember them all. Now, this what makes me a good teacher. There is no language without grammar. Students can differentiate between a good teacher and a bad teacher through their command of grammar" (CT/6).

This focus on grammar contrasts with the orientation upon which the new course books and syllabus are based i.e. the principles of the communicative approach and skill integration. This represents a challenge for the student teachers to address:

"I really spend most of the time just looking up difficult words in order to understand and explain the lesson because I found teaching the lesson difficult for me. I wish my

supervisor sees me at this situation” (ST/9).

6.3.2.1 Characteristics of EFL teaching in the classroom:

The respondents discussed the traditional way, which is culturally rooted in learning and teaching methods currently being used, as well as the Communicative Approach which found its way into the Libyan classrooms after 1993.

The debate was about both methods, but they referred to the current practice as the grammar translation method because of the constraints facing the implementation of such methods. A tutor summarised this debate:

“The situation reflects the dilemma within the classroom in terms of the communicative approach which currently has to be taught in the classroom and the traditional method which teachers like due to the way they were taught” (UT/1).

A student teacher commented:

“We need to apply new methods in teaching English, but I feel I don’t have enough mastery of the language and I am not trained in using the new techniques” (ST/6).

Many respondents discussed their problems in learning and teaching. Tutors and teachers felt that they were overloaded in their teaching because of the pressure of both exams and meeting the requirements of the yearly report for their upgrading. One teacher commented:

“I have to finish certain number of texts within a certain time limit, therefore I feel I am under pressure, because I have to finish that amount of syllabus, meanwhile the new textbook is not easy to teach. Adding to that I need to get high score for my annual report because the inspector of the MOE only visit us once a year for providing the annual report” (CT/6).

A University tutor felt the need for changing their situation and pointed out:

“This dilemma needs to be solved. What we need to do is to provide in-service training in after school such as afternoon sessions. And we need to change the method in which we prepare EFL teachers in order to help teachers to be competent in their classes” (UT/2).

Another tutor explained the situation of teaching English within the secondary schools as it has been controlled by the Ministry of Education (MOE). He went on to say:

“As the regulation provided by the MOE, the teacher have to use the communicative approach in teaching English, while teachers were prepared according to the EFL teacher training programme specified by Al-Fateh University. What happens in reality is that teachers choose the method fits them the best, especially if they were not trained on how to use this method. So if that is the case why don't we provide chances for EFL students to develop their own pedagogical skills within our programme and be competent in teaching the language” (UT/5).

Different views developed towards the current situation of teaching EFL in Libyan classrooms. These views reflect the range of constraints towards implementing the new techniques. Within these circumstances, it is possible neither to replace the traditional method nor implement the Communicative Approach properly without first solving these problems and adjusting the communicative techniques to the Libyan social and cultural context. Therefore context plays the key role if we want to develop the EFL teachers' programme.

One tutor describes the traditional method of teaching;

“the teacher is responsible for teaching and the student is responsible for learning” (UT/4).

A student teacher commented:

“When I joined the University programme I thought that we would have different methods of teaching which makes us not to worry about the exams. But what happened I just found that lecturing is still the only method of teaching, we take notes because these notes will definitely come in the exam” (ST/3).

The views were that, while the programme prepared them to master the linguistics through the traditional approach, a majority also indicated their need to concentrate on both theory and practice.

6.3.2.2 How students' achievement or progress is assessed

Assessment obviously plays an important part in any course since it determines what the students must do in order to gain the qualification. As far as the purpose of this study is concerned, responses to the questionnaires (see Appendix 4, Student Teachers' Questionnaire) indicated that; students' achievement and progress are assessed in the light of how well they perform in written examinations at the end of academic terms.

Voiced opinions about how student teachers' achievement and progress are assessed within the EFL teacher education programme, more or less support these findings. Informants' views also highlighted a host of things that were common to them all.

For example, University tutors voiced the view that, because of the period of eradication, students joined the department with only three years of Basic English resulting in a state of stagnation in the department. One tutor quoted:

"Since English has been eradicated from the University for one year, we could not use any other means of assessment such as providing a professional project, because of the students' low level of achievement, even if we ask them to provide any written work, we just treat it as a term paper" (UT/1).

He went on to criticise the examination criteria for assessment:

"Although we feel that it is not fair to use examinations as the only criteria for assessment, but within the current situation this is more than enough, but when the situation gets better we should use different criteria such as professional projects, oral examinations and continuous assessment procedures" (UT/1).

Examinations based on testing the candidates' abilities to memorise and retrieve information from memory have been the dominant mode throughout the whole educational enterprise. Classroom teachers cast doubt over the programme's focus on assessment on student teachers' ability to memorise and recall. For example, a classroom teacher indicates that students during teaching practice try to apply theories from course books that they themselves are not used to practically.

"Students [school students] are used to ready-made things. Don't ask them to do puzzles which waste the time. Show

them the easy way. Go to the point. Don't waste your time"
(CT/7).

The allocation of evaluation procedures at the end of the academic term places students, University tutors, parents and those concerned under pressure, as one tutor described:

"Students are examined twice: The mid-year exam and the final exam. This makes students start studying their courses just a few weeks before the examination in order to memorise what they learn by heart and then put this on the examination paper" (UT/4).

Another tutor commented.

"The lectures have to be stopped one month ahead of the examinations time in order to reserve the halls for the examinations" (UT/2).

Assessment was also criticised as a matter of routine and tradition. This was reported by University tutors in their comments on the admission exams that are conducted at the beginning of the school year for accepting students in the English Language Department. Student teachers are allocated to the department based on the marks they obtain in the General Secondary School Certificate Examination. University tutors and student teachers had a feeling that the assessment policy used in the University examinations was among the reasons that contributed to a lack of competence among the graduates. As one tutor remarked:

"The time before the eradication period, students are interviewed to assess their aptitudes, attitudes, and knowledge in EFL. Provided as a routine, this procedure is not effective" (UT/2).

They suggested using a language proficiency exam, such as those offered by Cambridge and Oxford University and selecting students based on the results. As one tutor said:

"We want to use these kind of exams but we want to make sure that the student teachers are capable enough to take these exams" (UT/1).

The assessment being heavily weighted towards the language proficiency component of the programme was also highlighted and emphasised by student teachers. Concern is

paid more to assessment of student teachers' command of the language components of the programme that are related to subject matter, called specialisation topics, such as English grammar, language phonetics, drama, and poetry while less attention is paid to the pedagogical component of the course.

The role of policy has been detrimental in student teachers' admission systems and also the impact of the eradication period in the selection of student teachers for the English department. A University tutor explained:

"Due to shortage in EFL teachers, students are admitted to join EFL department with a low average such as 50% as a passing grade" (UT/1).

He went on and added

"Due to this policy, the number of students has increased incredibly especially in the first year and I can't remember even the students names" (UT/1).

Complaints related to the orientation of assessment used to test student teachers, especially after the introduction of change in the course book design adopting the communicative approach. University exams focus on assessing students in writing only, apart from the other language skills, as one student teacher commented:

"We need to use the language orally and we need exams in oral reading because we have no exams in oral English. All exams are written. It is a big problem" (ST/4).

As far as the teaching practice is concerned, assessment of students' achievement and progress is conducted in a routine or traditional way. School Head teachers complained about a lack of follow-up systems. Moreover, assessment is routine and focused on formalities rather than on practices. Head teachers who are responsible for teaching practice assessment complained about the lack of time to provide an accurate assessment of the student teachers' performance.

"I have to visit each student at least twice over the whole academic year. At this time of the year, I have to lay down the plan for the school exams and prepare committees. I only managed to visit them on few occasions" (HT/3).

Another Head teacher criticised the evaluation of the EFL programme:

“The evaluation of teachers whether they adequately teach within their classrooms does not mean anything to us once the teachers qualify to be teachers, this means that is it. Look e.g. the EFL inspector, we see him/her only once a year, he/she looks at the teachers planning notes, sign and leave. Do you think that is the job he/she is expected to do?” (HT/2).

The tutors, class teachers and student teachers agreed that the written examination is the only instrument used for an assessment of the student’s progress, something that affects students’ learning to teach styles. As one student teacher commented;

“What I do is just recite by heart the lessons which I am going to teach during my supervisor’s classroom visits and that’s it. I want him/her to take a good impression about me otherwise I will lose his/her mark” (ST/2).

Another student teacher Complained:

“Some of my friends are lucky, they have been visited quite often by their tutor, in my case I rarely see my tutor during the teaching practice. I wonder how he is going to give me my grade, I think he will depend on the written exam” (ST/7).

6.3.2.3 School students’ influence

Analysis has indicated a consensus amongst student teachers about the role of school students on the student teachers’ school experience.

The way that secondary school students view the student teacher is also affecting the school experience of student teachers. Secondary school students view student teachers as incompetent and inexperienced and so pay little attention to their teaching and consider their existence in classrooms as a time to waste. Also, classroom teachers do not count on student teachers as reliable alternatives to themselves. This view is then transferred to the students when the classroom teachers go over the same explanations of lessons previously covered by student teachers.

“When they [classroom teachers] go back to their classrooms, they explain the lesson we taught again. This makes students in class inattentive and disinterested in our explanation” (ST/7).

Students' learning styles using memorisation and rote learning have some influence. For example, students are used to the grammar translation method and the pervasive use of the mother tongue in learning EFL. This represents a problem for those student teachers who wish to avoid using Arabic as much as possible with secondary school students.

"Students need you to give them every word in the Arabic language otherwise you will not be a good teacher for them. They want the teacher to read the lesson for them and then underline the difficult words and the grammatical points and give them exercises for the examinations" (CT/3).

Student teachers were criticised for being too enthusiastic and not knowledgeable enough of what works and does not work within the classrooms. One classroom teacher argued that school students had no motivation to learn English and so classroom teachers are doing a double job.

"What makes things worse is that student teachers, who come to the school with a fresh mind aiming to apply what they read in books here. Know what the students want and you will win them otherwise you'll lose them" (CT/1).

6.3.2.4 Time factor

The time factor has also been detrimental within students' learning experiences, both at University level and at school level. The time factor was indicated to have influenced students' learning experiences. Student teachers cited, reported that lack of time acted against an effective practice of teaching. For example, the timing of the teaching practice period was seen as inappropriate. The views given were mainly examination-oriented. Student teachers complained about the timing of the teaching practice being close to the end of the school academic year, something which makes classroom students in the host schools inattentive and uninterested in being taught. The comment below by one of the University tutors (UT/6) is informative:

"You know, at this time of the year, students feel bored because of the hot weather and mainly because the whole curriculum is finished already. School students come to the school mainly for revision" (UT/6).

In addition, the allocation of two weeks was seen as being inadequate for teaching practice as one class teacher said:

“The period is not worth all the efforts and preparation. It is very short and this does not help the student teacher to feel that she is one of us” (CT/5).

Similar circumstances pervade the University. Complaints were related to cultural aspects as one tutor quoted:

“Due to cultural aspects, we don’t have enough time to put more effort to help the student teachers develop their progress and achievement e.g. students due to their circumstances, especially girls, have to leave the University at the most at three o’clock that is among the reasons that we are not able to lecture till five o’clock ” (UT/3).

This also affects the amount of practical experience that the student teachers gain from teaching practice and also the relationship between the student teachers and the classroom student. She went on and added:

“See the difference between one of the student teachers and when she graduates and works in the same school immediately. You will see that she is a responsible teacher. There is a difference, of course”(CT/5).

Lack of time, especially at the peak time, means that teachers feel pressed by the need to cover their teaching schedule before the end of school term. This directly contrasts with the finding obtained from the questionnaire (see section 6.6), which indicated that classroom teachers are more positive towards letting student teachers share a portion of their school timetables.

6.3.2.5 School administration influence

Student teachers’ comments related to the influence of school administration came mostly in the form of frustration and disappointment. Student teachers expressed disappointment because of the way they were treated in the schools. They related examples of having been exploited by both administrators and teachers. One student teacher said that:

“ The day I go to the school the classroom teacher does not come taking the opportunity that someone replaces her in class and keeps the class busy” (ST/7).

Sometimes the school administration dealt with student teachers as students and sometimes as professional teachers.

“The school administration does not rely on me and my other colleagues as responsible teachers through excluding us from the school timetable and school activities when there is no need for us. However, when a school teacher of English is absent, the Head teacher includes us as substitutes to keep the classes busy and avoid students’ disruptions and noise” (ST/7).

Moreover, due to lack of student teachers’ involvement in the school activities, they are kept less informed about where the classroom teacher and the classroom students have reached in the school textbook. This leaves student teachers having to ask students about where they have reached so they can prepare themselves for the classes they are going to teach. As one student teacher mentioned:

“ As the class teacher takes the opportunity and does not come, I have to ask the school students to tell me what lesson their teacher has already taught” (ST/5).

What happens sometimes is that the Head teacher asks student teachers to fill the place of absent school teachers without previous notice, so they feel confused since they have to go into the classroom without any planning or preparation.

Data also revealed that the school experience has not been valued. A student teacher commented:

“I am not confident of the teaching practice because the class teacher re-teaches the lesson which I have already taught. What I recommend is that the school experience should be valued and our teaching should be trusted” (ST/7).

One of the reasons for this seems to be that the MOE does not pay attention to the role played by the school in EFL education. It was revealed that there is a complete absence of criteria that should be used for the evaluation of the qualifications of EFL graduates, the quality of EFL teacher education programmes and the schools where the EFL students practice. As one tutor commented:

“During the school experience I just visit the student teachers and the Head teachers do the same for upgrading the student teachers, but we do not get together to discuss the student’s problems and difficulties during their teaching practice ” (UT/5).

One class teacher commented:

“Thinking back about when I was a student I recall that there was no criteria for school selection. I just look for the school which accepted me, preferably close to where I live” (CT/4).

One decision-maker criticised:

“Actually we have no criteria to implement in school selection like the ones provided elsewhere, that schools have to have certain criteria such as well-qualified teachers, facilities and willingness of accepting student teachers. But unfortunately in our situation our criteria is to find the school which accepts the student teachers to practice their school experience” (UT/2).

Another decision-maker pointed that:

“We have no choice and we have no power over the school selection. What we really need are well defined criteria for school selection because I see this issue is so important in EFL teacher education” (UT/1).

Respondents expressed a range of views about their essential needs regarding schools, especially adequate criteria for selection.

6.3.2 Constraints domain

Problems facing the EFL teacher education program in Libya

In stage one, when respondents were asked to comment, most of responses were about the constraints and problems facing the preparation programme.

Investigation of the contextual factors that impede the EFL teacher education program from being a success helps to describe the picture more fully and yields insights into the factors that affect EFL teacher education in Libya. Understanding the impact of these constraints would help in gaining an in-depth insight into why things are the way they are. Investigation of these constraints surfaced during the preliminary analysis of the questionnaires with student teachers, tutors, and classroom teachers. The findings reflected a pessimistic picture of the EFL teacher education program in Libya.

Analysis of the interview data yielded a wide range of constraints related to different aspects of the EFL teacher education programme. Findings help to answer the research question: *“What is the range of constraints that faces the EFL teacher education programme and hampers it from playing an effective role in the student teachers’ learning?”*

Analysis of data indicated that problems related to a variety of aspects of the EFL teacher education programme and originate from a variety of factors, either based in the programme itself, or on factors outside the programme yet related to it e.g. constraints related to socio-cultural and political aspects. Others are related to the nature and organisation of the programme or to structural factors. All these contribute to a discouraging picture of the programme.

6.3.3.1 Programme-based constraints

As far as programme-based constraints are concerned a better understanding and elaboration of them is best obtained when seen in terms of two types of constraints: University-based and school-based, which relate to and affect academic and professional aspects of the programme.

Analysis of the data has shown many programme-based constraints both extrinsic and intrinsic. Extrinsic constraints refer to external factors that affect the programme, include lack of time and resources, large class size, and conflicting requirements both of the teaching syllabus and the examination pressure, etc. Intrinsic constraints refer to factors that affect the programme from within. Amongst the most frequently mentioned in University-based constraints are; programme content deficiency, University tutors’ teaching approaches, inadequate assessment, lack of University-school liaison, student teachers’ learning style, resources and time, etc. Table 6.30 below summarises University-based constraints matched against the frequency of their mention throughout the interviews.

Table 6.30

Examples of University-based influences on student teacher learning	
University-based constraints against student teacher learning experience	Total mentions*
Lack of resources	33
Time constraints	42
School-based policy	22
Clashing requirements of both the programme requirement and school curriculum.	13
Politics	22
Administrative factors	11
Lack of school co-operation	22
Inadequate assessment	29
Student-teachers' own learning styles	16
University Teachers' teaching approaches	22
Inadequate admission policy	10
Lack of school-University liaison	14
Gap between theory and practice	11
Lack of tutor co-operation	11
Programme content deficiency	17

* N.B. As the informants often made multiple responses to each question, the number contained in the table above can total to more than the number of each type of informant.

6.3.3.2 School-based constraints

Analysis of the data reveals many school-based constraints including personal, interpersonal and structural constraints. Table 6.31 summarises these constraints and their frequency of mention throughout the interviews with informants in Phase 2 of the study.

Personal factors include preferences for certain teaching/learning modes, etc. Interpersonal constraints refer to influences of people's interaction. Examples include parents' expectations, school administration, influences of colleagues, etc. (see Table 7.3). Examples of structural constraints include lack of time and resources, large class size, examination pressures and conflicting requirements of both, teaching and examinations, etc. Intrinsic constraints refer to factors that affect the programme from within. Examples of some types of constraints are discussed and presented below.

Table 6.31
Examples of school-based constraints facing student teacher learning

School-based constraints facing student teacher learning experience	Total mentions*
Lack of resources	33
Large classes	22
Time constraints	42
Highly challenging informational components of the textbooks	12
Politics	22
Clashing requirements of both the teaching syllabus and examination	13
Administrative factors	11
Lack of school support	22
School examinations	22
School students' own learning styles	16
Classroom teachers' teaching styles	22
Lack of knowledge	35
Lack of school-University liaison	14
Gap between theory and practice	11
Lack of classroom teacher co-operation	11
Private lessons	22

* N.B. As the informants often made multiple responses to each question, the number contained in the table above can sum up to more than the number of each type of informants.

6.3.3.2.1 Large classes

‘Large class size’ was reported to have an adverse impact on the organisation of classroom activities, such as group work and pair work.

“I have 40 students in front of me in the classroom and I have to teach them, control them. Tell me how I can use group work or pair work activities within this overcrowding, unless you are a superstar teacher” (ST/9).

Large class size can also affect the role of the teacher. Teachers’ concerns to encourage students to learn through collaboration are diminished and their role changes to become a ‘controller’. As one Head teacher stated:

“If he/she uses group work, the students will take the opportunity to chat and then make noise. After that, it would be impossible for the school teacher and most impossible for the student teacher to control them” (HT/4).

Large class size minimises the opportunity of student teachers' contact with pupils in teaching practice and hence impedes students from putting what they have learnt into practice.

"I can't move around quite easily. If I give the chance to every student to participate, I will lose time and so, ahh, I will not be able to finish the lesson " (ST/5).

Large group also make it difficult to assess student teachers' progress and achievement.

"What do you expect? I can't spare any time to do evaluation on individual basis. The students even are not used to face-to-face assessment. The number of students does not give you an opportunity to share or even to allocate time for discussion. I can't afford more than five to six students per group in order to assess them on individual basis and to follow them adequately and continuously " (UT/2).

Any attempt to divide students into groups (according to the instructions of the text book, p. 6) would lead to losing class control, increase noise in class, etc. The episode below related by one classroom teacher is informative.

"What happened the other day is that one of them [student teachers] came fresh trying to carry out what they learn in books. Once tried to divide students into groups, they started to yell and make noise. I had to come to the classroom to control them" (CT/7).

Large class size also is a constraint against the student teachers' attempts to cover the syllabus and the units they were to teach.

"...this makes it impossible within the large number of students in the classroom. Even if you could attract the attention of those sitting in the front, you won't be able to attract even the majority of them" (ST/6).

Though student teachers are asked to teach, they lack training on how to manage large sized classes. Student teachers commented:

"Within the current circumstances, I mean..aaahh.. I'm not trained on how to control large classes. The students need two or three teachers to control them. I feel that the cause of distraction is because of the huge number of pupils. In a large class, 30% or 40% of students understand and the others do not" (ST/1).

Besides, as far as interpersonal relationship is concerned between the teacher and students, one student commented:

“ There is no time for communicating with the students, I can only remember names of those sitting in front of me”
(ST/5).

Using audio aids such as cassettes is also considered impossible in a large class despite their availability, in some cases. This is because:

“... if they are used, there will be lots of noise in the class”
(ST/3).

6.3.2.3 School/University facilities

Most of the respondents in stage one of the study were highly critical of the facilities provided by the University and teaching practice schools. At this stage the issue has been further investigated and the respondents elaborated on their perceptions in the first stage, they also were dissatisfied with the facilities provided by the EFL teacher education programme.

Responses relating to school facilities were numerous. From time to time, complaints were made by almost all informants about schools' lack of basic facilities and resources. This problem generated a great many of complaints from tutors, student teachers and classroom teachers. One of the University tutors argued that:

“ It is not my job to provide school with tape recorders so that student teachers can use them in their listening classes”
(UT/6).

He went on and quoted:

“What happens is the opposite. Some schools don't have even the chalk, sometimes the teachers have to bring it with them otherwise they will lose half of the teaching period looking for chalk and I relate this to the lack of school administration” (UT/6).

A classroom teacher commented:

“In my class I am not used to use tape recorders for teaching, and the school is not using such a thing in other subjects” (CT/2).

A student teacher quoted:

“Within the school there is no library or English language room where we can look for teaching aids or other facilities” (ST/5).

A Head teacher commented:

“I feel sorry that in my school there is no English language laboratory where students can practice their listening skills and their pronunciation. Also we don’t have even a small special library for English language. I believe that to teach the new texts, students need to have such facilities” (HT/1).

Most, if not all, complaints included the shortage and even the unavailability of photocopying services, computer labs or flashcards in the schools. They also complained about the lack of reference books.

6.3.3.2.2 Lack of resources

Data analysis showed that lack of resources was an often-recurring theme. It also tied in with other constraints. One class teacher commented:

“In the whole school there is not even one OHP as there’s no reason for using them” (CT/6).

She added:

“Even in cases where the students bring tape recorders with them, students are not free to use them freely. Once one student brought a tape recorder it has been taken away by the head teacher” (CT/6).

The University itself also suffered from the unavailability of resources. Laboratories necessary for English department students are not adequately equipped with aids, some of the equipment also lacked maintenance. As one tutor commented:

“The language lab most of the time is not working and need maintenance. English has no special library. In the main library there are not enough ELT books and journals” (UT/2).

Student teachers are also deprived of accessible materials, such as journals and library books necessary for developing their knowledge of general pedagogy and teaching English as a foreign language.

“...We don’t even have English language journals in the library of the university. I like reading journals; these journals should help us in teaching English. How can we negotiate or argue. We don’t do any outside readings” (ST/7).

This lack of resources is also represented in the absence of opportunities to send student teachers for scholarships abroad to the target language speaking countries, and hence they have no contact whatsoever with the authentic language input. This contrasts with the situation before the eradication period as one tutor commented:

“Now, the University lecturers themselves do not have this opportunity, especially members of the Faculty of Education” (UT/3).

6.3.3.2.3 Examinations

All informants highlighted the clash between the teaching syllabus and examination requirements. Examinations both in the University and the schools focus on assessing students’ abilities in writing and reading. No oral exams whatsoever are conducted. The pressure of examinations is manifested in University tutors’ teaching approaches orientated towards tests from the first day of the academic year. This comes at the expense of quality within the educational service. As one tutor commented:

“At the University the examinations are highly valued. I have to stop lecturing one month before the examinations set up because the halls need to be reserved and set up for the exams” (UT/1).

Examinations are very important in assessing the student teachers’ competence in teaching. As a tutor commented:

“The examinations are divided into two parts. The mid-term examination and the final exam, students are assessed on memorising the theoretical knowledge. Although students are asked to provide a written project but these projects lack adequate supervision and are treated as a term paper” (UT/2).

A Head teacher mentioned;

“Tests are highly valued that we are asked by the University to visit the student teachers while teaching and upgrade them. That is the way we are involved in testing and evaluating the EFL teacher” (HT/1).

A comment by one student teacher could relate to the above situation quite well;

“I feel that we don’t have time to develop professionally or to improve our proficiency. This is because the time is limited and the academic year is divided into two halves. So, all the time, you feel like...aaah you are racing against the time and against yourself” (ST/7).

Likewise, examination pressure apparently affects the school experience that student teachers undergo. Since intensive teaching practice occurs at the end of the academic year, both in the University and school, student teachers feel less motivated to participate.

At the same time, teachers, who are all continuously preparing students for the examinations during this time of the year, feel rather reluctant to allow student teachers into their classes. Added to this is the pressure on the student teachers’ from their own examinations.

“In my class, students themselves feel uninterested when a student teacher comes into the classroom. At this time of the year, they need to listen to something different ahhh how to do this ...ahhh how to answer the exam papers and the student teacher cannot do that for them” (CT/2).

Examinations have their own influence on parents. Parents expect too much from teachers as one Head teacher commented:

“The teachers are more worried about their students’ results in the examinations. Parents want to see their children succeed at the end of the year” (HT/2).

The pressure of the annual report on the teachers’ performance during the whole year is affected by the students’ results in the final written exams.

“I don’t like to lose my future career. Every year I get ‘excellent’ estimation, so my results should be better after another year. I mean.. I have to keep it up. Last term, thanks God, my results were very good” (CT/3).

The above agrees with the Head teacher's concerns regarding the image and position of his/her school in the whole area and inspectors' expectations. Class teachers also have to satisfy the expectations of a variety of people such as parents. One teacher said;

"The parent won't come to me and ask me how much his or her son can use English, but rather he/she will ask me; "what is the mark" (CT/8).

Another source of pressure is the school students' expectations of the teacher.

Schoolteachers reported that the types of exercises they address with their students affects the extent to which their students are attentive in class.

"What comes into the examination paper is appealing to the students. Students need to get through the examinations following the easiest and shortest way possible. This is what they want. The student teacher in fact does not know how to do this" (CT/1).

The annual report on teacher performance is affected by the class results in the final written exams.

Further complaints raised by student teachers and classroom teachers help to explain a mismatch between teaching syllabus and examination requirements which contributes to student teachers' lack of confidence in their own abilities. The student teacher's comment below expresses frustration and lack of confidence;

"I feel that I'm not adequately prepared. I think my qualifications are not enough to enable me to teach at the secondary school. Also, I have a lot of difficulties in classroom management. What I need is to have confidence when teaching these students" (ST/6).

Most respondents realised that the system is in need of conclusive assessment criteria in order to guarantee that adequate learning and teaching will take place.

6.3.3.2.4 Lack of University-school liaison

This was a common factor throughout the interview data. Investigating this point came in the context of exploring the effectiveness of teaching practice on student teacher learning experience. Questions asked included;

“How/what student teachers should learn about teaching and the work of teachers on the way to the profession?”

Do school staff have a clear view about what student teachers ought to be learning, and about how that might be achieved?

What should be done to guarantee good student teacher education, and maximise the benefits?”

Awareness of the role that schools can play in educating student teachers has encouraged the investigation of the views of both school and University personnel. Despite the fact that universities send EFL students to schools for professional training as teachers, awareness of the role that the school can play in their preparation seems to be lacking.

Analysis of the data indicates examples of lack of awareness of the role played by the school in the professional preparation of student teachers and a lack of partnership between them. Documents say that student teachers should be sharing the teaching timetables of the practice schools and participating in classroom activities but in reality they are considered unwelcome by the host schools. Absence of follow up and adequate supervision are reasons for this.

“I don’t think these students would learn a lot from the school here. We don’t even see their tutors often. They don’t ask whether they are doing right or wrong or even they don’t give us any documents on how to assess them” (HT/3).

The University does not organise any in-service orientation course for school staff regarding their roles in teacher education.

“We don’t have any contact with the University. All we have to do is to welcome these University students, who sometimes represent a burden on the school. I myself need training because I am a graduate of the Faculty of Science and my background does not relate to the educational studies” (HT/2).

6.3.3.2.5 Mismatch between theory and practice

Data analysis shows numerous examples of the gap between theory and practice scattered everywhere in the data. These include: (1) mismatch between University policy and school potentialities; (2) a gap between examination requirements and the teaching syllabus; (3) the gap between the teaching approaches advocated by the students and those followed by classroom teachers; (4) the gap between the foci of the University EFL teacher education programme and the orientation of course books and syllabus design; etc. Detailed discussion of some of these is presented below.

Although in theory student teachers read about methods of language teaching and learning, they do not see progressive approaches, e.g. the communicative approach, used in the university lectures. This highlights the gap between theory and practice. As one student teacher quoted;

"We never see the lecturers use it in their teaching. ...the tutor does not practice the communicative approach. What he/she does is that he/she lectures and we take notes, so what we learn we don't implement in schools" (ST/7).

Both student teachers and class teachers found this disappointing, though the class teachers less so.

"Do we read theories in books in order to keep them in our minds and that's it or do we have to apply and act upon them in the classroom. What we need is to have more practice because we have enough theories" (CT/7).

A particular episode was related by one Head teacher, as follows;

"While I was in my office, one of the female student teachers' came to me asking for help to control the noise in the class. What I found is that the student teacher tried to divide students in her class into groups. I just wondered whether she will give a lesson or to change the setting of the class. I just informed the supervisor that this is against our policy" (HT/2).

The gap between the teaching syllabus and examination requirements was clear. The philosophy underpinning the teaching syllabus is represented in the objectives for

teaching English, dictated by the Ministry of Education⁶ and the new course books on the one hand and the examination requirements on the other. The gap is understood when we know that the secondary school course books aim to develop ability in using English for communication.

The new course books focus on the four language skills but this is challenged by people's beliefs about language and language learning.

"I tried to spend some time with pupils and make them practice the piece of reading in a type of role play and dialogue, the teacher came to me and said that her pupils' ability to speak English is very limited. And it is better if they write down the lesson because they will not be examined orally" (ST/5).

Analysis has shown examples of student teachers' lack of knowledge, either that related to general pedagogy, subject matter or subject specific pedagogy. Most importantly, the majority of examples given have implications for the feasibility of the communicative approach in the Libyan context. Student teachers' views reflected a misunderstanding of the principles underpinning the communicative approach.

6.3.3.2.6 In-service training

Respondents gave examples of how lack of training provision for in-service EFL teachers has affected the potential for school experience to be useful for student teachers. One example of this is the influence of experienced EFL classroom teachers on the student teachers' approach to teaching.

" One of my colleagues who is newly graduated does not pronounce words properly, for example she pronounces the word 'dangerous' as 'dangerooz'. So we need in-service training to improve ourselves" (CT/3).

Teachers who were interviewed returned to teaching with neither in-service training nor refresher courses about new textbooks. As one teacher explained;

"I can't cope with the new text as I myself found it difficult to teach and it took me a lot of time to prepare the lesson, I have to look in the dictionary" (CT/4).

⁶ The Ministry of Education in Libya is known as The General People's Committee for Education. For the purpose of this thesis the term 'Ministry of Education' will be used.

Another said:

“We need in-service training or some help to teach these new books because when I came back to teach I could not believe myself that I could teach the new books because I had almost forgotten about how to teach” (CT/6).

Neither classroom teachers nor the school Head teachers had any training in mentoring student teachers, as one Head teacher commented:

“... As a head teacher, people think that this is the end of March. We need some training on how to deal with them [student teachers] the right way because I feel that they are just a burden on the teachers and the timetable. Besides, classroom teachers did not have any training on how to play a role in student teachers’ professional learning at school” (HT/1).

Taking into account the long period (9 years) of eradication of English from schools in Libya, teachers of English had for long been regarded as substitute teachers or administrators. But, with the reintroduction of English, they were then required to resume their teaching. However, no new training is/was provided for either the new teaching syllabus or teaching materials.

6.4 The role of context (Social, cultural, educational and political constraints)

6.4.1 Social constraints

Among the issues discussed by the respondents were the meagre salary, low status and poor working conditions of EFL teachers.

Analysis indicated that student teachers are not loyal to teaching either as a profession or as a career. This represents one of the constraints acting against student teachers’ motivation to learn through the programme. Reasons for this include job market restrictions.

“I cannot see myself in this career. You feel like you are standing still without any attempt to move forward. So what, you will be a Head teacher, what a career!” (ST/4).

A University tutor (decision maker) commented;

“ Teaching has a low status in society: I think that is why teaching has not been valued. I recommend, that we, as educators, should keep the teaching force stable in order to secure a better future for EFL learners” (UT/2).

A contrasting position was underpinned by the opportunity to give private lessons. A class teacher commented;

“I need to earn money because the standard of living is getting higher and higher. Do you know the salary is not enough? Private lessons and private schools now have become a business” (CT/5).

A University tutor commented:

“As you asked me about the reasons behind not having enough visits to schools, I will answer you frankly: First the academic work is not highly valued. Second as you know the salary compared to other jobs is low, so I have to find other job to sort out my financial problems” (UT/1).

A class teacher added:

“As teachers we are not encouraged to teach due to unfair promotion. We do not get our rights adequately” (CT/7).

The status of teaching within society was another factor behind this lack of motivation. This is because:

“... People look at teaching as a modest career. In fact, I avoid saying that I’m a teacher in public. It is different if you say I’m a doctor or a businessman” (CT/3).

Private lessons are a direct result of the problem of low pay. Teachers’ salaries in Libya scarcely provide a decent living for them. This makes teachers try to compensate through private lessons. The desire for a decent living standard is further reinforced when they compare themselves to private sector employees in oil companies or other government sector employees. This has been one of the constraints preventing student teachers’ acting upon their ideals in the classroom situation. Because of the examination fever dominating the whole atmosphere of school education in Libya, private schools and private lessons gained more ground. People enrol their children for private lessons believing that this would promote their children’s position in terms of the examination results they obtain because of the private tuition.

One student teacher cited the influence of private lessons upon her school performance in teaching practice. She commented that she has to use some activities in order to cope with teaching new course books. This has implications for the feasibility of the communicative approach upon which the secondary school course book⁷ is based. Teachers in the private sector teach one or two lessons ahead of the school schedule, as one student teacher quoted:

“In the class where I teach, students are not paying attention to the lesson. I found that teaching the lesson seems to be a replication of what some of the students had taken in private lessons. In short private lessons have negative influence on our teaching” (ST/4).

Also, private lessons affect student teachers’ approaches towards the correction of students’ errors. One commented:

“Because not all students in my class take private lessons, some of them who do not take private lessons feel frustrated which makes me correct the errors by myself sometimes. So I feel that private lessons have negative impact on the students themselves not only the teacher” (ST/2).

All these views indicate that private lessons have their advantages as well as disadvantage for student teachers’ performance.

6.4.2 Cultural constraints

As the data accumulated, the EFL teaching and learning were the core categories under which the role of the context emerged. Therefore the data suggested that the role of the context should be highlighted in 4 categories, social, cultural, educational, and political.

Respondents identified the role of the context throughout the interviews. All showed positive attitudes towards it. They realised the influence of culture, including traditions, beliefs, politics and the norms of people’s lives in EFL learning and teaching. Respondents realised the importance of knowing about English culture and the benefits of including this in EFL teacher education. One teacher said;

⁷ See Chapter 2, section 2.5 for a description of the new course books.

"We have to know something about the history, geography and the culture of British people because the new texts reflect the British culture" (CT/6).

Another class teacher commented:

"I have difficulties in teaching the new text, for example one of the lessons I taught was about the city of Bath which is a city in the UK. It took me a long time to prepare myself to teach this lesson, how you expect me to teach this lesson easily as I don't have any background about this city as well as I haven't been to England" (CT/5).

Another student teacher respondent added:

"I wish we had an opportunity to travel or have courses where English language is spoken. There we will learn the language in the real situation and culture" (ST/7).

A University tutor commented:

"From my experience I always recommend that the student teachers need to be knowledgeable enough about the English language culture. Because in my viewpoint it is very hard to teach the language separately from the cultural aspects, which may prevent the students from acquiring valuable cultural knowledge for communication and cultural adjustment" (UT/2).

On the other hand the respondents realised the influence of their own culture on the way they perceive how language is learned and taught. As one student teacher stated;

"Since I started learning English, my teacher encouraged me to learn by heart the difficult words or new words of the lesson, soon after reciting the words we read the lesson and translate it word by word in Arabic in order to understand the meaning and then write the vocabulary so many times for the spelling test" (ST/3).

The classroom is a part of the outside culture. Data revealed that the classroom environment is not encouraging for learning English as teachers and students communicate in Arabic. A University tutor stated;

"Students are not surrounded by English and there are fewer chances to contact with native speakers in a social or cultural setting" (UT/3).

The tradition within the Libyan context still has its effect on the EFL teachers' performance. A University tutor who is a decision maker gave as an example:

"Many EFL teachers still follow the same traditions and techniques that have been used for centuries in teaching Arabic as a mother tongue that goes back even to the pre-Islamic period. For example, the way they use for correcting errors, if a student makes a mistake, the teacher asks him/her to copy the vocabulary or text 50 or 100 times it depends on the teacher" (UT/1).

6.4.3 Educational constraints

This study was conducted to examine the current EFL teachers' education system and its problems at Al-Fateh University. In stage one when the respondents were asked to comment, they provided a range of opinions on the educational issues as well as their suggestions. They also discussed the shortages of the role of the University and the absence of the schools' role in EFL teacher education. The University's role is reflected in the current work of the University tutors, and the role of the school is reflected in the roles of the Head and class teachers towards the EFL teacher preparation programme.

As one respondent pointed out;

"The EFL teacher training programme is facing some problems and among those is that the MOE is responsible for the school policy, the curriculum, material and teachers recruitment. But the University is responsible for EFL teacher preparation. Therefore this policy is completely wrong because the authorities are going in different directions" (UT/2).

A decision maker who is one of the secondary schools textbook's authors clarified;

"The educational policy is not clear about the EFL teacher education programme, because the authorities in the MOE keep changing the syllabus and text books quite often during the last few years, while the tutors, teachers and student teachers views' are not taken into consideration, and we are not aware of the policy " (UT/1).

Another tutor mentioned:

"Although the University tutors are responsible for developing and planning the EF teacher education

programme, but the EFL teachers' programme is in need of the leadership from both bodies; the University and the MOE. Therefore the University and the MOE need to work closely together in planning and developing any EFL teacher education programme" (UT/3).

6.4.4 Political constraints

The data revealed that most of the respondents had a negative attitude towards teaching as a career as a direct result of the acute problems caused by the eradication of English from the secondary stages. One tutor commented:

"I really felt insecure that one day I would be without a job. I just started my own business- a private English school " (UT/4).

A class teacher commented:

"During the eradication period I was so unhappy that I would be laid off. Fortunately I was assigned to be a substitute teacher until the English language was reintroduced" (CT/8).

A Head teacher added:

"During the period of eradication of English language, the EFL teachers were asked to do some administrative work, others teach subjects according to their second choice of specialisation" (HT/4).

Most of the respondents' views revealed their concern related to EFL education, one tutor (decision maker) pointed out;

"There are too many political issues creating barriers. It seems that EFL teacher education has its roots with politics. For example, the student teachers low level of proficiency to some extent is related to the eradication of English where the EFL student teachers join the EFL department with only three years of studying English language" (UT/2).

The proficiency level of the entrants to the English departments was another problem.

"Graduates are not qualified to be English teachers. This is what we have, nowadays and we are still facing some problems in EFL teacher' preparation due to eradication of EFL repercussions" (UT/5).

6.5 Suggestions by the respondents

In stage one, the respondents were asked to write down their comments about the EFL teacher-training programme. Most were about the problems they were facing and suggestions for solving them. In stage two these problems and suggestions were further investigated in detail and a new range of suggestions was offered. Many of these suggestions were given throughout the main categories and reflected what the EFL teachers training programme is lacking. The following is a summary of the suggestions that have been frequently repeated by the respondents.

- 1) Changing the curriculum in the Secondary schools should be accompanied by a planned programme of in-service training or regularly scheduled meetings developed to foster better communication between the University and schools.
- 2) The University should play an important role in contributing to the professional development of EFL teachers' training programmes through workshops, conferences and seminars to develop a mutually beneficial working relationship.
- 3) A course description should be developed for each course offered in the EFL teachers' training programme in order to foster better communication among the student teachers, class teachers and tutors such as the objectives, topics to be covered, activities and recommended resources.
- 4) Regular meetings should be held where tutors, mentors, student teachers and teaching supervisors have the opportunity to discuss the objectives of the programme, resources and activities and to be informed about teaching practice.
- 5) English language proficiency tests need to be developed to aid in the selection of the of prospective EFL students. In addition, an efficient interview schedule is required which includes written and oral tests of the career aspirations, aptitudes and the attitudes of the prospective students.
- 6) The University tutors and schoolteachers should play a key role in developing the EFL teacher-training programme.
- 7) Greater emphasis needs to be placed on the English social and cultural contacts. This could be accomplished through simulated and real-life interaction with English speaking people. Improved knowledge and use of the language studied

could be accomplished through greater availability of materials for reading for pleasure from English speaking countries.

- 8) Encouragement for scholarships, conferences and meetings to be in English speaking countries.
- 9) There should be a more rigid process in the selection of EFL teachers taking their motivation and needs into consideration.
- 10) Students should be provided with opportunities to communicate with native speakers of English.
- 11) Long-term apprenticeship in the secondary schools should be given consideration through the University liaison with schools, and through developing different committees consisting of University staff members and schools to carry on this task.
- 12) The assessment and evaluation system should be changed to incorporate a wide range of assessment strategies including regular assignments, class participation, presentations and research papers.
- 13) Greater use of microteaching should be incorporated into the programme.
- 14) The University should make direct links with other institutions for example in the UK and USA to obtain English validation of locally taught qualifications. Student teachers should be able to take courses abroad in co-operation with/at these institutions.
- 15) Greater emphasis should be placed on the social, cultural, educational and political concerns.

In this chapter, the findings revealed that the respondents were motivated to learn English, but most of them, including the University tutors, have negative attitudes towards the teaching profession because of the low social status and low salaries which in turn reflect on their role within and attitude towards EFL teacher preparation and they recommend the development of this sector.

The findings also provided a clear picture of the EFL teacher-training programme at Al-Fateh University, which reflects its inadequacy and the concerns towards its change and development.

The role played by the University tutors is kept to a minimum level in addition to the absence of the role played by the school towards the EFL teachers' preparation. The constraints, problems and the role played by the context were also revealed.

These findings could be of great help for the MOE and the University in organising the courses and administration of the EFL teacher-training programme.

These findings will be discussed in the light of the current literature in Chapter 7. Conclusions will be drawn and implications of the study will be represented in Chapter 8.

6.6 Conclusion

The beginning of this chapter presented the findings of the analysis of the set of three questionnaires for Student Teachers, University Tutors and Classroom Teachers. Both parametric and non-parametric statistical procedures were used for the analysis. Use of the non-parametric procedures indicated differences among the three groups. Examples of variance included respondents' views, or perceptions of what the programme can do for the student teachers, namely, the selected schools and the support they provide for the professional preparation of student teachers and the criteria used for assessing their progress. Differences in perception of the role of the EFL classroom teacher in the student teachers' school experience were also found between student teachers and classroom teachers. Another position of variance was between student teachers and University tutors in their perceptions of the academic and professional aspects of the role of the University tutor. Also differences in relation to the respondent's background variables such as, gender, years of experience in supervision and teaching, and the use of English were found

These differences indicate that each group has a different view of the situation, something that would never have been explored if only one type of respondent group had been involved. The findings presented in this section of the chapter, though obtained through using questionnaires, do help in the understanding of the problem under study. A deeper perspective into the research phenomenon is achieved through

the analysis of the interviews with sub-samples of the three groups responding to the questionnaires in addition to four school Head teachers.

The second part of this chapter presents the findings of the analysis of the interviews as voiced by the respondents. Interviews helped to gain an insight into the student teachers' learning experience through the EFL teacher education programme with special focus on the role played by school experience. The issues addressed included participants' perceptions of the EFL programme itself with its University-based and school-based components. More specifically, they included: students' learning experience and the influences that affected that learning in some way or another, including the approaches used in assessing student teachers' progress and achievement.

The findings of the interviews support and illuminate those of the questionnaires. However, they also yielded a much wider and deeper understanding of issues that were not addressed by the questionnaires, especially revealing was the insight into the various factors that affect student teachers' learning as experienced both within the University and within schools. What is noticeable throughout these factors is their inter-contextualisation and interaction i.e., the school-based is related to the University-based and *vice versa*. An example for this interaction is the influence of school-students' learning styles, which clashes with student teachers' attempts to act upon what they acquire from theory. The gap between the ideals of the communicative approach advocated by theories based both on the University and the teaching materials on the one hand and the realities of the school and classroom on the other. What could also be noticed is the strong role exerted by cultural, social, educational and political constraints.

Figure 6.1 below portrays the interaction and inter-contextual relationship between both types of influences with the role of culture that surrounds them.

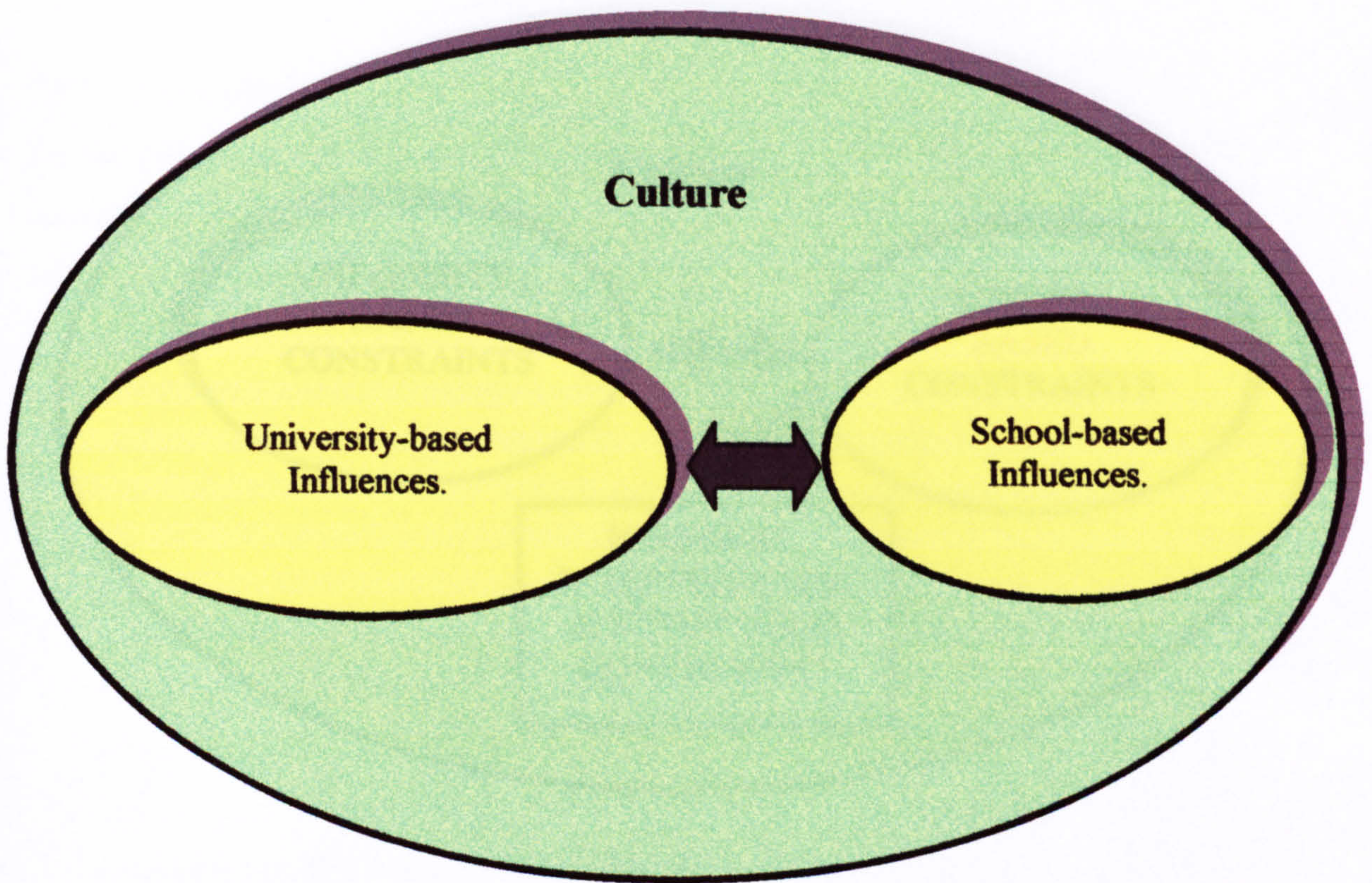


Fig (6.1) The interaction between influences on student teachers' learning through the EFL teacher education programme

In addition, there is interactivity amongst the constraints experienced by the programme. The range of constraints experienced by all participants is indicated to have had mitigating impacts on the processing of the programme. As far as the recent trends in EFL teaching and learning are concerned, the constraints acted against a successful implementation of curriculum innovation represented in the EFL syllabus design and teaching materials. These constraints contribute to widening the gap between theory and practice. This is represented in Figure 6.2.

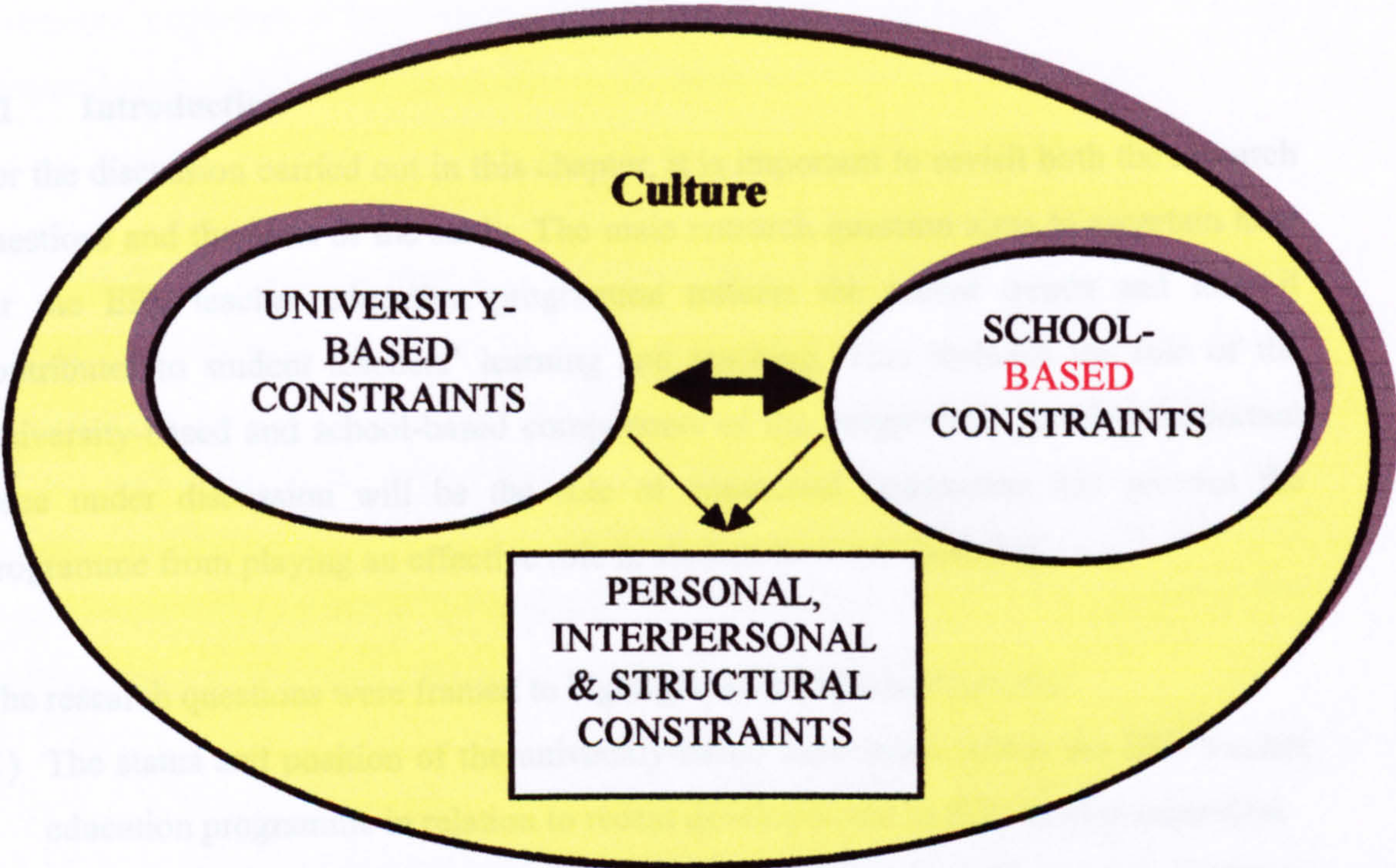


Fig. (6.2) Inter-activity amongst the constraints facing EFL teacher education in Libya

CHAPTER 7

DISCUSSION OF THE FINDINGS OF THE STUDY

7.1 Introduction

For the discussion carried out in this chapter, it is important to revisit both the research questions and the aims of the study. The main research question aims to ascertain how far the EFL teacher education programme reflects the recent trends and how it contributes to student teachers' learning and teaching. This includes the role of the University-based and school-based components of the programme. Another important issue under discussion will be the role of contextual constraints that prevent the programme from playing an effective role in student teachers' learning.

The research questions were framed to highlight three important aspects:

- 1) The status and position of the university-based experience within the EFL teacher education programme in relation to recent developments in EFL teacher education.
- 2) The contribution of the school-based experience within the EFL teacher education programme to EFL student teachers' learning/teaching.
- 3) The role played by the contextual constraints mitigating the programme and the student teachers' learning.

The information obtained about the EFL teacher education programme could also serve as a basis for future decisions on its planning and eventual implementation in Libya.

A principal premise of the study has been that, unless the perceptions of the EFL teachers towards their education programme are attended to, all attempts to improve the programme as it currently exists will be futile.

This chapter takes into account the literature on language teaching (see Chapter 3), teacher education in general and EFL/ESL teacher education in particular (see Chapter 4). In addition, the arguments posed in this chapter take into account the insight gained from the findings of the study, as well as a range of themes emerged from the findings:

1. How EFL learning/ teaching is received;
2. How the EFL teacher education programme is perceived;
3. The Role of context;
4. Convergence between theory and practice.

A detailed discussion of these themes will be addressed by the following section of the chapter, which closes with a conclusion to the study as a whole.

7.2 How the EFL teaching and learning process within the teacher education programme is perceived

A discussion of participants' views of the EFL teacher education programme will address student teachers' motivations to join the programme; their knowledge; their views about teaching, learning, university tutors and school teachers' roles, the aims and objectives of the programme, the teaching and learning situation, the assessment system and the resources available to them. These are discussed below.

7.2.1 Student teachers' motivations to join the programme:

The findings of the study indicate that most EFL student teachers agree that it was their own choice to do the programme, except for some who fulfilled their families' desires. The reasons they gave in the second stage were various (see Chapter 6). These included job market requirements, influence of families, desire to study for higher degrees, desire to travel abroad, the high status of the English language, etc. Reasons cited by student teachers indicate that they are intrinsically and extrinsically motivated to learn English and join the English Language Department. Results have indicated that respondents were positively motivated to learn English, especially before the eradication of the English language from secondary schools. They elaborated on these views further in the second stage and mentioned that what motivated them to learn English was their interest in the language. These results reflect the view of Gardner (1997) and Ozek (2000) that interest is an important factor that affects learners' motivations in their foreign language study. The other motivating factor was the high status of the English language nationwide. They found it important to help them to obtain different jobs.

Parental influence was among the factors that affected the respondents' perceptions of the study of EFL and its usefulness.

The student teachers' motivation appeared to be subject to the social and cultural features of the language learning and teaching environment. This is consistent with a social constructivist perspective on learning (Williams and Burden, 1997). The role of cultural issues, including politics, was indicated to have a strong influence on student teachers' approach to English and motivation towards learning it.

These findings echo those related to learning English within EFL teaching and learning throughout the world as Boyle (2000) reported in his study on the education of teachers of English in China (see Chapter 4).

The role of politics in learning foreign languages has never been absent as far as Libyan history is concerned. The Italian occupiers of Libya tried to replace Arabic by Italian making it the language of instruction in all state schools. However English has also been introduced as a school subject since the period of Franco-British Administration 1944 (UNESCO, 1994 and Suayeh, 1994).

The data revealed that, although some of the student teachers and class teachers are motivated to learn English, following the eradication of English from the curriculum their motivation to take up teaching as a profession seems to be lacking because of the limited opportunities available for EFL learners. Despite their motivation to study EFL for a variety of purposes, there is little opportunity to study abroad or to have contact with the target language community, to feel the actual use of the language. This result was similar to that reported in previous studies conducted in other foreign language contexts, for instance Dornyei (1994) (see Chapter 4).

The English culture and language were sufficiently motivating for Libyan student teachers. Most of the reasons they gave for studying EFL come under the category of instrumental orientation (Dornyei, 1994). Since the English language is perceived as the major language of trade, communication, and technology in the world, the Libyan EFL student teachers' knowledge of the language opens up a number of opportunities, such as working with the British Council, obtaining a scholarship, studying abroad, working

as a translator, etc. Besides, being a learner of a foreign language, especially English, would satisfy their need for self-esteem and enable them to achieve social prestige in society. Some of these findings fit well in the literature (Gardner, 1997).

However, within these circumstances, student teachers expressed a variety of factors making the environment less conducive and therefore more difficult for this motivation to flourish. Factors include the public's image of teaching, the social status of the teaching profession in Libya, low salaries, and poor working conditions. This confirms Moran *et al.* (2001) who reported that their respondents mentioned similar factors that led to the negative attitudes towards the teaching profession.

In this study, the class teachers showed their dissatisfaction towards their preparation as EFL teachers. They had negative attitudes towards teaching and felt that, as a job, it was insecure, especially since the eradication period (1984-1993). The data also revealed that teaching was seen as a demanding job poorly paid in comparison to the time and effort teachers devoted to their work. In addition, there was the unfairness of teachers' promotion. This result confirms those obtained by a study conducted on teachers in Libyan public schools, where the respondents preferred moving to other occupations complaining about the stress that results from great responsibilities and demands in addition to financial or psychological problems (Alkhateeb, 1978). These results are important to the Ministry of Education, because EFL teaching is starting to be perceived by the respondents as an insecure job. In the researcher's view, if the government wants to keep teaching as a stable career, then it is important that teachers are highly motivated. The issue of negative attitudes towards teaching is a crucial one that has to be further investigated.

7.2.2 University- and school-based experience

7.2.2.1 The role of class and Head teachers

Despite their motivations, reported above, student teachers still spoke of their negative impressions and concerns about becoming teachers. This attitude towards teaching was triggered by a lack of role models for student teachers either in the University or in the selected schools. For example, instead of cooperating with student teachers to help them

socialise professionally, most of the classroom teachers proved to be inadequate role models as far as the students were concerned. One of the reasons for this negative view was probably the 'laissez-faire type' (McNally & Martin, 1998) of supervisory behaviour adopted with EFL student teachers.

Almost all the respondents have negative attitudes towards the role played by the class teachers in terms of sharing teaching, lesson planning and socialisation. This issue has been debated, and data in both stages revealed that the majority of the respondents have negative attitudes towards EFL teachers' roles, except for a few cases of positive views where those teachers who had more experience (t-test and Kruskal-Wallis test) were helpful.

The negative views of the respondents were reflected in the EFL teacher behaviour towards student teachers. For example, the teachers who obtained advantages and stayed in the staff room marking homework, or other activities. These examples indicate that teachers have a passive role towards school experience as well as showing that it is not highly valued by those teachers (lack of experience in mentoring). Another example is re-teaching the lesson previously taught by student teachers. These attitudes also reflect a lack of confidence on the part of the student teachers as well as reflecting the dominant status of the class teacher.

Further investigation, in the interviews, revealed that teachers who played a positive role towards the school experience, such as helping with pronunciation or giving guidance to the student teachers, had never experienced mentoring but just felt sorry for the student teachers and the learners when they start teaching. The researcher concluded that classroom teachers were more involved with student teachers in the early '70s (Hefling, 1972) than nowadays. Therefore the researcher emphasises that teachers and Head teachers need to be trained as mentors in order to participate in the development of the EFL teachers' programmes.

The of this research reveal that the role played by the classroom teachers in the socialisation and professionalisation of student teachers through school experience reflected the discouraging attitudes of the classroom teachers. Most of them did not introduce the student teachers to the school routine and policy; give advice related to

lesson preparation and teaching, or hold meetings to discuss the student teachers' progress for their assessment. The classroom teachers did not play a role in the preparation of student teachers for real teaching situations. Respondents also gave a negative picture of the role played by Head teachers of schools towards their professionalisation. Findings indicated the main concern of the Head teachers was to observe and grade the student teachers' performance. This assessment procedure, as such, would contribute to increasing student teachers' feeling of lack of confidence in teaching. This shows the Heads' lack of awareness about their roles. Wallace (1991) indicated that students as well as assessors should be aware of the assessment criteria and the devices used. Other variables that might affect the student teachers while teaching; such as the pupils' background, school facilities and the amount of help the student teachers receive, should be examined carefully by the assessor, if reflection on performance and the grading process are to be encouraged.

According to the data provided, it is apparent that the EFL teachers' professional preparation within the school was not adequately considered. For example, teachers came back to teaching without any in-service training. While in the recent research, for example, Haji Ismail (2001) found that mentors' behaviour has influenced the student teachers' learning and teaching experiences. McIntyre (1994) refers to the fact that the classroom teachers' role is worthwhile. He also indicated that they have a greater influence on student teachers than University supervisors, as they work with them more closely, both in the classroom as well as during activities outside the classroom. Thus, in the case of the Libyan EFL teachers' training programme, the training of mentors is most essential. Mentors need to be properly prepared if the EFL teacher training programme in Libya aims to provide adequate teacher preparation. The literature states that mentors need to be trained in a reflective way. Wallace, (1991) and McIntyre (1994) discussed training through an apprenticeship approach based on learning to see, a competency model of systematic training and a reflective model with mentors being able to move from teaching to learning, as well as from being a model and instructor to being a co-enquirer, able to promote critical reflection and provide an equal and open relationship.

The role in shaping the development of the student teachers should be non-interventionist and reactive, allowing the student teachers to proceed at their own pace.

Furthermore, data also revealed that neither classroom teachers nor school Head teachers exhibited knowledge or skills in mentoring and in giving professional support for student teachers in their schools for professional training. In addition, the relationship did not involve a 'two-way interaction' where student teachers can converse, discuss issues and exchange ideas with University tutors or with the school staff. The researcher emphasises that tutors and school mentors need to be aware of the responsibilities of this role, and well-trained and competent in their field of work, in order to leave a positive impression on the student teachers, which would motivate them to be more effective in teaching.

7.2.2.2 The role of university tutors

Although the Al-Fateh University members of the programme are considered to be well prepared and qualified professionally from the UK or USA (UNESCO, 1994). It was revealed from data provided that they were not rated highly. The majority of respondents indicated that the faculty members were not willing to encourage constructive criticism and were not sensitive to the interests and needs of the students.

Data findings provided in stages one and two confirm the pessimistic view towards the role played by the University tutor in their socialisation as potential EFL teachers. Data referred to the gap between the academic and the professional preparation. This also highlighted the mismatch between what students should be prepared for and how they are prepared. Data also revealed that the role played by University tutors has been marginalized, as they did not prepare the student teachers to teach within the framework of the secondary school curriculum and policy. This attitude could be due to the lack of University/school liaison, which indicates the absence of the role played by the school towards EFL teacher's preparation. The disparity between the University academics and the school staff is obviously reflected in the lack of an apprenticeship relationship with experienced teachers in schools and many other constraints mentioned by the respondents throughout the EFL teacher training programme (which will be discussed in the role of context, sec. 7.4).

Data indicated that the lecture method is dominant. The collaborative work, as well as the discussions that aim to develop teachers' critical thinking, are shown to be kept to a

minimum level. This is despite the literature referring to the strong relationship that should exist between the learning strategies taught to students and learners' needs, interests and socio-cultural factors (Miller, 1993). Freeman (2000) also indicated that there is no single method that would work better within a certain situation than any other. Therefore the researcher sees that these views and experiences in teaching performance need to be taken into account, (See Chapter 3).

The available literature indicates that the academic and professional tutors in EFL programmes should assume the responsibility of helping the students and the teachers through providing a high level of subject and curricular expertise. In addition, links with professional colleagues should be maintained within particular partnership schools through collaborative supervisory techniques where supervisors hold counselling sessions for constant discussion and providing relevant feedback. This should take place within an affective learning situation where the student teachers' needs and problems can be articulated and acted upon appropriately, rather than using the authoritarian approach which might undermine the teachers self confidence (McGarvey et al, 1986).

The literature also refers to the effectiveness of supervisory contacts with the student teachers, which could be accomplished through supervisory observation where the focus is on specific aspects of the student teachers' work. In addition, through supervisory conferences where the supervisor's focus is to develop the individual student teacher's ability to reflect on their own teaching and provide constructive feedback for the development of the trainee student's professional career (Gebhard 1990, McIntyre, 1994). (See Chapter 4, sec 4.11).

In the case of Libya, data revealed that visits paid by University tutors are insufficient, therefore the researcher sees that the supervisory techniques that Bowers (1987) offers concerning Ain Shams University, Egypt; could better fit the Libyan system as it is similar to the Egyptian cultural and social context (See Chapter 4).

The pessimistic views that the data provided are related to many factors such as a lack of awareness of supervisory techniques. This could be due to University tutors not having refresher courses, in-service training, or conferences to update their professional role. This in turn reinforces their low status and salary, which motivates them to look

for private schools in which to work. Therefore tutors need to be academically and financially motivated. The literature indicates that for some time there has been a complaint that the “status of teaching is not as high as that of other professions” (Hoyle and John, 1995, p. 15).

Data revealed that the professional role played by the University tutor in the socialisation of EFL teachers is kept to a minimum level. Also, he/she did not cooperate with the selected schools, either for the professional development of the student teachers or for the development for the schools’ teachers. In addition, attention has not been paid to holding conferences or meetings either within the University or the school. These attitudes could be due to the lack of awareness of the updated role of the professional tutor as well as a lack of effective liaison between the University and the school, apart from using the schools for teaching practice.

The discouraging picture provided by the data reflects the negative role played by the University tutor in terms of the professional development of student teachers within the school during teaching experience. The literature further indicates that the tutors as well as teachers could play a key role in the professional development aspects of EFL teachers’ preparation (McIntyre, 1994, DfEE 1998).

7.3 How the EFL teacher education programme is perceived

7.3.1 Aims and objectives

The plan of 1994 and the course description documents indicate that the aims of the programme, as it has been described in the existing outlines, focused on two aspects: language competence and professional preparation. Nothing has been mentioned about the philosophy behind the approach used for EFL teacher education. Language competence was considered to be a major goal for the teaching profession and other occupations needed by Libyan society. Mastery of the English language is an important issue for students enrolling on the programme; they wish to improve their competence in acquiring English as a foreign language.

In spite of the fact that the role of the University programme is to provide the MOE with English language teachers for secondary schools. The data provided at both stages

revealed that there was no relationship between the programme's content and the student becoming an EFL teacher. Also, the majority of respondents have negative views regarding the programme's objectives because they failed in most aspects of the EFL teaching preparation. These findings concur with course description documents where the programme objectives were basically related to knowledge transmission, assumed to be of use to practising teachers. These objectives were most obvious in the case of linguistic and pedagogical courses.

The data also revealed that there was a discrepancy between the programme's aims and the course aims, which in a substantial number of courses offered failed to introduce up-to-date methods of language learning and teaching. These findings relate to the UNESCO (1994) suggestions that teachers and teachers' educators need to be introduced to up-to-date EFL teaching methods.

A lack of relationship between assessment procedures implemented by the course and the programme objectives was also noticeable, as well as the Outline Syllabuses of Courses in the Teacher Training Division documentation (Appendix 2). In relation to this, the data provided showed that there is no relationship between this documentation and what is being practised. These findings confirm the results reported by UNESCO (1994), which indicated that attention has not been given to the practical aspects. Also the course objectives are ineffective regarding the context and practice. These issues have been acknowledged by one of the University tutors who suggested that an improvement is needed to meet the objectives of the new syllabus for secondary schools.

Data also revealed the participants' lack of knowledge and clarity regarding the programme content and objectives, which is also echoed in other research studies on EFL teachers, e.g. Karavas (1993) and Davies and Ferguson (1997).

The researcher highly recommends that these findings should take into account the views expressed in the literature where the needs and interests of the learners (Miller, 1993, Richards and Hino, 1983) and those of the community (Eisner, 1979) are the most important forces influencing the curriculum.

This result could lead to greater use by the University and school decision makers when taking into consideration the needs and interests of the learners and the community as well as developing the traditional methods (see sec 6.2.3.4). The University tutors are responsible for providing the courses to be taught, therefore they need to investigate what the community and the learners need and be interested in their students' professional careers. For example, they should provide not only the content they think is appropriate but also they need to be selective in providing which topics are to be taught as part of the curriculum.

7.3.2 Subject matter and pedagogical knowledge

Student teacher knowledge, involves both the knowledge of the subject matter and pedagogy (see Chapter 4 for typology of teacher knowledge). These have been explored further in stage two (the interviews) by asking how EFL teachers are prepared within the context of these two aspects.

The subject matter knowledge involves its contents, organisation and the way new knowledge is accepted and evaluated. Tutors, class and student teachers all agreed that the programme failed in almost all these aspects with insufficient provision of up-to-date curriculum materials and poor balancing and mastering of the four skills (i.e. speaking, listening, reading and writing), especially in the first two years.

They also expressed their negative attitudes towards their language proficiency development by indicating that teaching approaches and techniques are not adequate but are good representations of what Cross (1996) called 'the frontal mode' (teacher-centred). While the level and quality of teachers' subject matter knowledge are considered in teacher training literature as being fundamental to the classroom capability (Ellis 1985), Freeman (2000) referred to learning how to teach as a significant aspect involving language skills and classroom language using questioning techniques.

In recent research Roberts (1998) and Richards (1998) indicated that pedagogical knowledge involves the awareness of the ways subject matter for teaching knowledge is conceptualised, a specific content to be taught, knowledge of student understanding and

knowledge of the curriculum materials. Therefore the researcher is of the opinion that what has been addressed by recent research in terms of the subject matter and pedagogical knowledge is worthwhile and needs to be considered within the context of the EFL teacher training curriculum. In addition the educational courses offered need to be taught in English in order to help the students to master the subject knowledge in the language that has to be taught and also to master the language skills which are important to EFL teaching.

What has been found from the data in the first stage of this study is that the majority of the student teachers expressed their satisfaction with the pedagogical aspects preparing them as EFL teachers. But when these responses were clarified in the second stage a wide range of opinions and views were provided and they were enough to justify their satisfaction about the pedagogical courses only in terms of theory. They also expressed deep dissatisfaction with the programme in terms of providing practical training. They were disappointed that it had not prepared them adequately for teaching practice and does not provide enough opportunities to practice teaching within the University and schools. This could be related to their lack of awareness about the objectives of the programme and their involvement in it, their lack of experience of teaching in real situations and what an effective EFL teacher education programme means. Concerning the classroom teachers, being employed as EFL teachers they are aware of their lack of ability in teaching. They reported the gap between the programme and the teaching of English as a foreign language in the secondary schools. These findings relate to what Ur (1992) found in her study, (see Chapter 4). Almost all the respondents agreed that their programme had failed to prepare them adequately to teach the four language skills, grammar and pronunciation. In addition it failed in training them how to plan classroom activities according to the new methods of teaching, how to produce teaching material for their classes and how to assess the students' achievement and progress. They also agreed that the programme had not helped them to identify the need for using EFL materials such as journals, references etc. in order to be up-to-date and creative in their teaching. The Kruskal-Wallis test shows only some differences between the views of experienced teachers and tutors.

What needs to be done, in the researcher's opinion, is to provide seminars and tutorial sessions on task-based activities in which student teachers are involved practically to

raise their awareness about the activity potential for micro teaching; to reflect on their teaching and justify it in terms of what needs to be provided in order to develop their pedagogical competence (see Chapter 4). This should include setting, group and pair work, attracting the students' attention, the ability to plan and time a lesson and the need for a variety of teaching skills including how to use published materials, conduct a choral drill and use question and answer techniques (Harmer, 1991). EFL teachers need to have such opportunities at University in order to be able to practise them in school. Harmer (ibid) indicates that student teachers need to be engaged in the activity and must participate in the development of the educational experience.

Data revealed that these objectives have been addressed by University tutors merely by lecturing and note taking. Student teachers, however, have to teach the new course book, which needs them to implement various updated techniques. Therefore, they and the class teachers need to reflect on the way they were taught in order to update themselves as stated by one of the class teachers "*The course book is too difficult to teach without being trained how to teach it. I had to recall the way in which I was taught in order to cope with teaching the new course book*".

In recent research, new teachers are likely to use techniques they learned in input sessions and apply them in an analysed way to achieve a communicative purpose (Willis, 1996). This conclusion applies to the findings from data provided to meet assessment criteria in teaching practice courses where teachers forget about the newly learned rule and make use of the language they have, in any way that works, to get their message across when the need arises. Therefore the researcher agrees with Willis (1996) that if teachers tend to reflect on their own competence, why do we force them to implement prescribed rules about knowledge and make them feel inadequate, instead of helping them to develop their own pedagogic competence in a more realistic way? In the researchers opinion this is what the Libyan training course needs to provide for student teachers, opportunities to reflect on their pedagogical competencies.

This research suggests that all respondents were aware of the importance of developing pedagogical knowledge in preparing teachers and providing updated courses in general and EFL methodology, especially when such courses are practice-oriented rather than theoretical. They reported that the teaching practice should be extended and flexible

throughout the year and not only at the end of the year. This would provide a more fulfilling experience when the students have a safe environment and feel at ease, learning from the process of teaching in real classes. Some University tutors were aware of, and felt the need to use, different techniques and approaches in preparing EFL teachers such as micro teaching, videotape discussions, sharing ideas with peers, conferences with University supervisors and well designed mentoring. Such opportunities would be of special importance in producing a reflective model of training foreign language teachers. This relates to opinions expressed in the literature on the importance of a reflective approach in training EFL teachers (Crandall, 1999, Wallace, 1991 and McIntyre, 1994) (see Chapter 4). These professionals agree that, by adopting this approach to teacher education, we encourage students to be reflective. This necessitates exploring and challenging beliefs and attitudes about teaching and learning and providing activities to foster reflective attitudes among student teachers to help them in making connections between theory and practice when they reflect on and investigate their own and others' methods.

Deeper insights about this issue were gained from the interviews, the problems were identified and useful suggestions made. The data revealed that respondents felt teachers needed to have pedagogical knowledge as well as devotion to teaching and to set good examples for their pupils. This is an objective that the EFL teachers' training programme should fulfil as referred to by some University tutors. It also suggests that the course work, in addition to the school-based EFL teachers' training and a real classroom experience, would be effective in developing teaching ability and increasing real learning.

These suggestions confirm some views in the literature (Willis, 1996) about ways to increase real learning. EFL teachers need to be prepared in terms of doing real teaching activities; such an approach may appear to offer "*Survival teaching strategies*" (Willis, 1996, p.103). These views relate to opinions expressed by the researcher when examining lesson plans which are followed by EFL student teachers in Libya. The researcher found that almost all the student teachers stick strictly to the guidebook instructions. Plans are not flexible enough to adapt to what occurs in the classroom situations.

Therefore, the researcher is of the opinion that, in order to help teachers extend their learning activities, they need to be provided with opportunities to try out activities of their own preference instead of always following the prepared lesson plan or carrying out the prescribed plan incorrectly.

The EFL teachers' training programme needs to take into consideration teachers' communication and involvement in order to turn the novice teachers into language explorers and continue their professional development even after the course has ended, following a lifelong approach to teaching (Freeman, 2000). In doing so their communicative capacity will be enhanced, this approach will make the teachers worry less about the fact that they did not stick to a certain lesson plan and will allow them to become committed to their own preferred, effective way of working. They need to be prepared within the dimension of the unpredictable classroom events and the uncertain outcomes on the part of the teachers. (Schon, 1983; Kelly, 1970 and Roberts, 1998, c.f. Chapter 4, sec 4.1).

The researcher sees that the Libyan EFL training programme needs to be based on involving EFL teachers in the teaching tasks (Content-Based Syllabus) (Harmer, 1991) in addition to being built on the research findings conducted on how EFL teachers think and how their observable behaviour is affected by their thinking, taking into consideration socio-cultural factors as well as teachers/ learners beliefs about learning and teaching (see Models of Teacher Preparation, Chapter 4).

To conclude, Respondents felt that teachers and tutors need to have a devotion to teaching and set a good example to their classes.

7.3.3 The teaching and learning situation

Data collected at the initial stage revealed that the teaching and learning atmosphere is not encouraging. At university and school level, the noticeable characteristics of the physical environment were the arrangement of the lecture theatres in rows, which reflects the way the teaching process was conceptualised by the majority of the lecturing staff, namely as the transmission of knowledge (Tudor, 1993) and the frontal mode of instruction (Cross, 1996). Also, the furniture and class size influenced the process of interaction and reflects the learners' involvement (Hay, 1973). Hay (ibid) considered

that around 25 students in a class is a suitable number. The findings indicate that the teaching atmosphere of the programme is typical of that dominating in developing countries like Libya (UNESCO, 1994). This is clearly evident in the fact that the lecture method and note taking is the normal way of teaching in the programme. Also, there was a lack of opportunity to participate in discussion and a minimum use of the English language. This can be seen in the lack of such teaching strategies as provision of opportunities to communicate in English, group discussion, presenting term papers and oral reports. These findings confirm the views provided by Salama (2002) (Chapter 4).

In this respect the researcher is in agreement with the views expressed by Richards and Lockhart (1994) and Miller (1993) that student teachers need to have enough exposure to updated classroom strategies and techniques for foreign language teaching. Also they need regular and extensive in-service training courses, because teachers still use traditional teaching strategies in teaching new materials. These findings have been identified by Salama (2002).

The data provided indicated that the programme is based on conventional, lecture-type classes and note taking methods followed by final exams at the end of the scholastic year, similar to the examination system described by Hefling (1972). These findings should be of great help for the tutors and decision makers in order to develop their method of teaching, which reflects the rigid, lecture-type classes. The programme should be flexible enough to provide the student teachers with opportunities to develop their communication skills to communicate their views and develop the human interaction between the learner and the teacher to sort out their problems (Wallace, 1991) and to meet the needs of learners and the community (Eisner, 1979).

The researcher also sees that the curriculum needs to be broad enough to include new approaches to learning and teaching, opportunities for students to select topics related to their needs and to reflect on their learning experiences, such as group work and sharing in the development of their learning experiences whilst accepting personal responsibility for their level of achievement. The programme should also provide adequate opportunities for interaction at university level between tutors and students, and with school staff. It should also provide a positive atmosphere for learning and teaching. Recent research shows human interaction is the key to the development of

communicative competence for EFL students. Fanslow (1987) argues that if teachers play the key role in the pupils learning and if the teachers' share rises to 2%, teachers are responsible for this percentage in the process of learning (see Chapter 3, p. 81).

In case of Libya, teaching/learning strategies in the EFL teacher education programme should be based on the teacher's socio-cultural situation (Miller 1993), (see Chapter 4). In this respect, data revealed that teachers' attitudes towards their education are negative because of the constraints such as traditional methods and training procedures, class size and the lack of school participation. All these aspects influence the student teacher's learning attitudes towards their subject.

This research revealed that student teachers are knowledge receptive, as tutors provide the course that they need to teach as well as the method, strategies and textbooks. The literature indicates that student teachers' maxims that are brought with them to the course need to be considered (Karavas, 1993, Richards, 1998). Therefore, the researcher argues that to help students develop their skills, teachers' maxims need to be considered. It is not easy for tutors to modify students' beliefs overnight as they are deeply rooted in their culture nor to identify them because of the constraints facing the EFL programme. The researcher also argues that the teacher educators need to implement the learning procedure, which actively involves the learner in the process of constant participation and emotional involvement (Nunan, 1996, Allwright 1991).

Data reveals that classroom interaction is limited while Calderhead (1990) emphasises that the classroom interaction has a great influence on the teacher's development and learning (see Chapter 4). The most decisive element affecting the learning process in the classroom is the teacher acting as a facilitator of learning. For example Mackinnon and Scarff-Seatter (1997) concluded that the classroom should be a fertile environment where mutual learning occurs on the part of the teachers and learners. The researcher is in agreement with these views and sees that the EFL classroom within the Libyan context needs to provide a suitable atmosphere where mutual learning could occur.

Data revealed that this interaction is kept to a minimum because of using the traditional way of teaching the new curriculum with teachers being dominant in the classroom as

they reflect on their own beliefs towards teaching and learning and not on those of the learners.

The EFL literature is in favour of discussion as an approach that can activate the learning process. Discussion leads to increased communication because the learner is engaged constantly in the learning process (Harmer, 1991). The discussion method helps learners to participate constantly in the process of clarifying what they are thinking about as a group. It also produces changes in the fields and attitudes of the learners rather than more passive types of exposure (Brumfit, 1988 and Nunan, 1987).

In the recent research, Kagan (1992) argues that most of teachers' professional knowledge is regarded as beliefs, because this knowledge grows richer as teachers' experience in the classroom grows and forms a belief system that shapes the teacher's perception, judgment and behaviour. Therefore, the researcher suggests that the beliefs that teachers bring with them need to be considered in EFL teacher training programmes.

The results also reveal that group work, such as pair and group discussion, has no place in EFL learning and teaching. While researchers such as Baily (1996, p.37) agree that discussion methods and journal writing help learners to feel free to work out their problems and reflect on their teaching, as well as creating motivation and the satisfaction of participating in group discussion. For most learners, group discussion provides a suitable classroom atmosphere where the teacher can establish effective opportunities for interpersonal communication as well as giving the learners the chance to express themselves freely and converse with each other (Richards and Rodgers, 1986).

The researcher elaborates on the respondents' views and emphasises that the classroom atmosphere should provide the opportunities for pair and group work.

7.3.4 Assessment system

Data revealed that the assessment criteria of EFL teachers are based mainly on examinations, as a matter of routine and tradition followed by the traditional method of written tests where they provide students with opportunities to present their teaching,

personal and communication skills rather than testing the trainees' abilities in demonstrating skills in discussion and argument, assessing their critical thinking and professional achievement. These views confirm some of those raised by UNESCO (1994) and Hefling (1972).

When this issue was further investigated in the interviews, respondents complained that any other type of assessment, such as the final project that the students need to provide, is treated as a term paper and not as an independent piece of work reflecting individual study on the part of the trainees.

Results indicated that there was no clear evidence of agreed assessment criteria implemented by the University and the secondary schools. In addition, there was no indication of the development of assessment procedures over the years in terms of the requirements students need to meet. Respondents indicated that they need development of the assessment system in order to develop their teaching and learning (see Chapter 6). They also need to be aware of the updated system for the assessment procedures. This has been provided in the available literature and says that the assessment of EFL student performance should focus on a range of different types of assessment (McIntyre, 1994).

Results are also echoed in other research studies, which hold that teachers need to be assessed and not ignored when building a profile of teacher performance (Bell and Gilbert, 1996, p.57-8; see Chapter 4, p. 117).

Recent research indicates that trainee teachers, like students, need to feel secure and find their security in the form of learned roles (Willis, 1996). They need basic criteria by which they evaluate their teaching activities and by which they can be evaluated. Taking these views into consideration the EFL teachers at Al-Fateh University like all student students have to start somewhere somehow. They need basic vocabulary of assessment criteria in terms of a set of essential techniques and skills, which can be employed in a number of classroom situations to achieve various objectives depending on the course context and the way they are used.

The researcher sees this is as the result of a lack of agreed, national assessment criteria known to the participants, as well as inappropriate supervision by the tutors and related to various constraints facing EFL teacher training programmes. Therefore it is

suggested that developing the EFL teachers during teaching practice could be through a continuous process of assessment. In recent research there are various forms of assessment, such as (1) assignments, (2) examinations and (3) professional action, e.g. Wallace (1991) (see Chapter 4, sec. 4.10).

Assignments should be treated as a type of task, e.g. an individual study in which different students' aptitudes and attitudes are demonstrated through different modes, such as: Presentations, Essays, Portfolios, and Projects. The project should be treated as an individual's own work demanding autonomous study by the trainee and not as a term paper. Examinations should not be given just as a matter of routine and tradition but should fulfil certain aims and objectives. These should test the trainees' ability to demonstrate certain skills and concepts. They may take the form of 'open book' and individual oral examinations. The present Libyan examination system should be adjusted in the light of this literature (see Chapter 4, sec. 4.9.2).

The researcher also sees that assessment criteria should be discussed and developed by the University tutors and cooperating teachers. Libyan trainees should be assessed at least twice on their performance to give them a chance to improve themselves professionally. They should also be made aware of both the supervisors' visits and the methods by which they will be assessed (McIntyre, 1994; Frost, 1993 and Freiberg and Waxman, 1990). Depending on the examination as the only and main source of assessment reflects the unfairness of the procedures in the Libyan EFL teacher programme. In addition, these views would be of great help to teacher's tutors and focus on their concern for the development of assessment procedures for EFL professional work.

7.3.5 Resources and facilities

The results of the data analysis indicated that most of the respondent's views were critical of the curriculum materials and the facilities available for teacher education and training at the University and the schools. At the university level, participants also criticised the lack of the provision of the up-to-date curriculum materials and professional development resources. For example the University library does not include a special section for EFL journals or up-dated books. Respondents also were critical of the use of the language laboratory, as there were inadequacies in these

facilities for EFL training. Student teachers indicated that their tutors' attitudes towards the use of these facilities are not encouraging as their availability is kept to a minimum. This confirms expressed opinions in the literature on the lack of such resources, facilities and their maintenance (UNESCO, 1994).

At the school level the majority of respondents were equally critical of the current school situation. It was concluded that the school atmosphere is not encouraging for teaching and learning English as a foreign language. The English language course book, which represents an innovation in terms of orientation and design, was not matched by resources and aids useful for its effective implementation. It is concluded that the majority of respondents agreed that there are weaknesses in the programme with regard to the provision of up-to-date professional journals in schools. The programme should do its best to provide up-to-date facilities, and to encourage student teachers, classroom teachers and tutors to use these facilities adequately in preparing teachers of English as a foreign language.

The available literature indicates that teachers and teacher educators should realise the importance of the resource materials in training teachers to survive on their own within the language teaching classroom where using reference books takes a strategic place (Willis, 1996). In Libya, the data revealed that textbooks, whether at university level or at school are the main source of providing the teaching/learning experiences. Therefore, the EFL teacher programme needs to provide a range of textbook references to help teachers in gaining ideas and information to back up their experiences, and using them in a critical way. This could be implemented through enhancing workshops or seminar sessions where student teachers can use their referencing work for genuine teaching activities. During the course, participant trainees will be able to use or observe others, such as colleagues or tutors, using different techniques. Hence, the outcomes of these sessions will differ according to the trainees' individual teaching needs, preferences and styles.

Most of the respondents are aware of how important the curriculum materials, resources, language laboratories and references are for EFL learning/teaching and that their availability is essential. But data provided revealed that such resources are very

limited in Libyan schools were also teachers are not adequately prepared to develop the teaching materials that are essential in the Communicative Approach.

It is suggested that Art and Design courses should be established at the high school and university levels in order to provide students with the opportunities to produce their own materials relevant to their own environment, as well as workshops and conferences which should be held to help teachers provide materials best suited to their teaching situations. Also the EFL department urgently needs to be provided with updated language laboratory and Information Technology facilities.

7.4 The role of context

The significance of the role of context presented itself in a number of ways. These include the procedures of the study, the influences on EFL student teachers' perceptions of the EFL teacher education programme, the influences on EFL student teacher learning, including those based in the University and school (see Chapter 6). In this sense, this study can be considered context-originated, context-sensitive and context-based. Below is a detailed discussion of some aspects of this influence.

In relation to the role of context in EFL learning and teaching, responses indicate that the programme should develop positive attitudes towards English culture. Results also indicated that the respondent's attitude towards English culture in EFL teaching was evidence that the respondents agreed that it would be preferable to teach a language with its own culture because it is not easy to teach English without teaching its culture. These perceptions confirm the views provided in recent research that teaching the target language should not be stripped from its own culture, and that, generally speaking, the host culture benefits from EFL instruction (Alptekin & Alptekin, 1984; and Wilkin, 1975). Also the language should not be taught separately from its cultural aspects, because they may provide the students with adequate opportunities to acquire valuable cultural knowledge necessary for communication and cultural adjustment. It seems that the cultural messages are conveyed explicitly or implicitly in the foreign language classroom. This result confirms the opinions in the literature on the role of culture in learning and teaching of EFL (Holliday, 1994; and Harmer 1991; Boyle, 2000).

In the case of Libya, as a developing country, suggestions have been made by the researcher towards introducing both cultures within the curriculum to make certain that the Libyan culture would not be invaded by the English culture, and also that choices could be made knowingly. The teacher's identity with his/her own culture should be identified in order to make deliberate, reasoned choices and be able to transmit the foreign language culture.

Data revealed that teachers' inability to teach the new books could be related to what Swan (1985) called the fallacy of 'the real situation' (see Chapter 3). This view is related to one of the lessons to be taught in the new course book concerning the city of Bath in the UK.

In terms of the role of social and cultural contexts in the shaping of the EFL teacher education programme and the learning student teachers achieve from experiencing it, findings indicate a variety of factors. These were classified into University-based and school-based influences. Study of these was considered essential for understanding and gaining more insight into the nature of the EFL teacher education programme. The influences cited in this study are echoed by findings of other research on teacher education and teacher socialisation (e.g. Abelson, 1979; Nisbett & Ross, 1980; Gimenez, 1994; Burns, 1996; Woods, 1996; Tatto, 1998).

Findings of this study highlighted the role of traditions in the respondents' attitudes towards EFL learning and teaching and also in shaping participants' reactions to the EFL teacher education programme as a whole. The way of rote learning where pupils have to recite verses of the Holy Quran could be the reason that affected EFL students learning through memorising vocabularies and reading contents (see Chapter 2). The lack of opportunities to keep student teachers and classroom teachers up-to-date with developments in their field, both in theory and practice, is another possible reason behind the influence of traditions. These findings resonate with Roberts (1998, p. 17) who stated that in case of Libya "*Model-based training may send a teacher away with some initial confidence, but s/he is left 'naked in the classroom'*". Teachers are different; they have to work in uncertain situations in ways that suit them as a person, with no master trainer there to pull the strings (Kelly 1970 and Schon 1983).

Therefore, the researcher elaborates on the respondents' perceptions and emphasises strongly that the EFL teacher training programme in Libya should be built around a well articulated model of teaching and learning (socio-cultural aspects) that could be interpreted in different ways by individual student teachers as they deconstruct in the light of their teaching experiences, and reconstruct by drawing on their beliefs and assumptions about themselves, the learners and the teaching and learning process.

Another example related to 'the EFL teacher' has been the dominance of the roles of 'controller' and 'instructor' both in the universities and schools. It cannot be claimed that this was not wholly unexpected if we take into account that teachers have always been looked upon as figures of authority and a source of knowledge which they enjoy, based on both social values and traditions (Shebani, 1992). Students' fear of participation and negotiation with tutors and teachers to avoid committing errors originated traditionally in the proverb '*who talks commits errors*' that deters them from expressing their views loudly for fear of losing face.

In terms of aspects related to the classroom culture and school routines, errors have no place in the classroom situation and so errors have to be immediately eradicated and corrected in a traditional way. Data revealed that teachers still follow the same traditions and techniques used a long time ago. For example they correct errors, by making the student copy the vocabulary or text so many times. This is related to the socio-cultural aspects since traditions are inherited and unconsciously handed down from one generation to another. This is also a substantiation of the beliefs that education in Libya started in religious institutions long ago (see Chapter 2).

Findings related to students' attitudes to the method of EFL learning and teaching highlight the deeply rooted traditions related to education. Students have to listen and not to initiate ideas or pose questions and that the ideal classroom is the quietest one; and the best teacher is the one who controls his/her students best (see Chapter 6 for related findings).

Likewise, the classroom or the University lecture theatre have a social context with a culture of their own, which, as part of the wider culture, has also been evidently recurrent throughout this study. These views relate to the findings reported in research

on language teaching and learning (e.g. Karavas, 1993; Gimenez, 1994; Lee, 1999 and Mackinnon *et al.* 1997).

The role of the socio-cultural and political context has been among the findings of the study occupying considerable space in the discussion. The research highlighted the role of contextual issues, including culture, and traditions. It also highlighted the impact of the political aspects and addressed the influence of student teachers' learning on the local Libyan context. Consequently, adding this dimension the study can be considered a contribution to the literature on EFL teacher education both in mainstream education and the EFL research tradition in Libya. The findings complement those of studies on both teacher education and teacher socialisation (e.g. Gimenez, 1994; Bailey, 1996; Freeman, 1996; Zeichner & Gore, 1990; Burden, 1990; Boyle, 2000).

The social status of teaching was among the aspects that emerged from this study. Data revealed that most of the respondents were not motivated towards the teaching profession. Some tutors remarked:

"The profession is not highly valued in Libya, and the salary comparing to other jobs is low" (UT1).

Furthermore a student teacher said:

"What I want from my tutor is just to spare some time and at least visit me ..." (ST 5) (See Chapter 6).

Tutors clarified that among the constraints that prevent them from providing their supervisory role adequately, is their standard of living because their salary, as well as their academic status, is inadequate.

Other views voiced in the interviews indicate that social aspects have affected the teaching profession; the status of teaching has been kept to a minimum level compared with other careers. One class teacher mentioned:

"People look at teaching as a modest job career"(CT3). See Chapter 6, Section 6.3.3.2.5.

This could be related to educational history, which is deeply rooted in the Libyan culture. It is believed that anyone can teach English by virtue of speaking the language (Fenaish, 1981).

Therefore the researcher is of the opinion that EFL teachers need to be motivated and to have refresher courses in order to raise their academic status.

The policy of the MOE in terms of the eradication of EFL from the secondary schools (1983-1994) emerged significantly in the study. The eradication of EFL from schools left its marks on EFL learning and teaching. It was also a political decision affecting to some extent EFL teacher education and EFL teaching and learning as a whole throughout the country as student teachers join the EFL department with only three years of schooling in English language (UNESCO 1994).

The researcher argues that the Government policy enhanced by the sanctions imposed on Libya by the United Nations (1992) not only left its mark on the social relationship between Libya and the English speaking countries but also the educational relationship deteriorated. This, for example, could be among the reasons that led to the interruption of the summer and refresher courses for the student teachers and their supervisors.

All this considered, the researcher sees that it is unfair for Libyan student teachers to be EFL teachers with only 7 years of English language education (3 years at school and 4 years at a university). Libyan EFL teachers have a long way to go in terms of teacher education and preparation as researched in Chapter 4. These views need to be taken into consideration within the Libyan social, political and cultural contexts.

These findings carry implications for EFL teacher education and the EFL teaching and learning in schools which will be presented in Chapter 8, sec. 8.2.1. They also reflect the Government policy and relate to some studies in the literature such as Gilory (1993) and Wilkin (1975), (see Chapter 4).

7.5 Convergence between theory and practice

Findings obtained from both the quantitative and qualitative analysis of the questionnaires and the interview data highlighted a series of gaps that contributed to the convergence between theory and practice. The range of constraints recorded by the study highlight the existence of these gaps. Examples include the gap between school and university, the teaching syllabus and the examination procedures, the gulf between the university-based experience and the practical world of schools and also that between

the philosophy underpinning the course book, which is the communicative approach, and the school and classroom culture and atmosphere (see Chapter 6 for more detail).

Constraints generated a series of conflicts that affect the EFL teacher education programme. These are at two levels: conflict in theory and conflict in practice. Examples of conflict in theory include the clash between the teaching syllabus and the examination procedures, which induces a conflict between the educational thrust of communicative classroom teaching that values spoken fluency and communication and the examination procedures, which assess accuracy in transmitting the knowledge.

Findings concerning the role of constraints in the gap between theory and practice confirm the research findings both in mainstream education and language teaching tradition. The research emphasises that theories cannot be transformed into action because of the constraints with which they clash (e.g. Duffy and Anderson, 1982; Duffy and Ball, 1986; Paris et al., 1991; Roehler and Duffy, 1991; Karavas, 1993; Ulichny, 1996; and Bennett, et al., 1997). The researcher sees that these findings could be valuable to the decision makers at the university and school in order to overcome these obstacles. Also in agreement is Ur (1992), who indicated that the theoretical knowledge could be useful if a concrete educational practice takes place (see Chapter 4).

Findings have indicated that 'large classes' and 'lack of resources' are the most serious constraining factors. Large class sizes in Libyan schools leave hardly any room for free communicative activities such as information-gap or group work. This coincides with EFL research studies that large class size hampers teachers' willingness to use group work. For example; Karavas (1993), Coleman, 1989 and Oritz (1985), (see Chapter 4).

As the number of students in Libyan classrooms range between 35 and 45, data revealed that this large size prevents the teacher from moving easily around the class to check the students' work; also group and pair work was not possible.

The researcher is of the opinion, that minimising class size would enable group and pair activities and assist communication with the students. Therefore the researcher agrees with Hay (1973) that the class size should not exceed 20-25 students.

Like 'large classes', 'lack of resources' proved to be an influential factor, as has been discussed in sec 7.5.3. 'Lack of resources', includes lack of time, equipment, audio visual aids and other facilities. This deficiency makes the physical classroom environment not conducive to providing an adequate teaching/learning process. Therefore the researcher is in agreement with the views mentioned in recent research. These views emphasise effective teaching and learning and indicate that the classroom should be a fertile environment where teachers and students get much discussion, knowledge and learn from each other (MacKinnon et al, 1997 and Allwright, 1991) (see Chapter 4).

The researcher sees that, in the case of Libya, providing adequate resources should not be a problem when Libya is considered one of the rich oil producing countries, and most of the university tutors have been educated in the UK or USA (UNESCO, 1994) and are able to provide up-to-date knowledge, but what they need are refresher courses to up-date and develop their academic status.

Structural constraints like low pay and social status create the problem of private schools and lessons, which affect teachers' attempts to be selective in the way they teach and diminishes the possibility of being creative in their classrooms. A contribution of this study is that it indicates that the level of constraints within the EFL teacher training programme have some impact on the feasibility of communicative classroom activities in EFL teaching in Libya.

The impact of constraints in creating a gap between ideals and realities has been documented (Clark & Peterson, 1986; Bennett, et al., 1997; Shavelson & Stern, 1981). For example, Bennett *et al.* (1997) found that the extent to which student teachers are able to fulfil their ideal teaching orientations depends on sets of mediating factors. These include classroom space, availability of resources, number and characteristics of children, class size, perceptions of parental priorities and the demands of the National Curriculum. Some of these views are reflected in the respondents' perceptions towards the gap between what they learn at University, the national curriculum and the reality of the teaching practice. These findings confirm with Roberts (1998) that the adult plant depends on the rain, sun, air, and the space to grow. Therefore the researcher sees that teacher educators need to take these views into account. For example teachers should be

prepared to expect unpredictable and uncertain outcomes within their classroom situations (Allwright, 1991).

7.6 CONCLUSION

Enthusiasm for English language learning in Libya has been growing at an astonishing pace over the past few years and with it a new willingness to prepare EFL teachers and introduce innovations in language teaching and learning. As Libya came back to play its role in the world, both politically and economically, especially after the partial lifting of United Nations sanctions in 2001, it has experienced the need for proficiency in what has effectively become the world's *lingua franca*, English. At the same time, Libya's eagerness to become part of the World Trade Organisation, the increased opportunity for Libyan citizens to travel, and the pervasive influence of the Internet and the media, have all contributed to the current huge interest in learning English in Libya, especially after the period of eradication of EFL from the educational system (1984-1993). Within this context, the programme of EFL teacher education is in charge of preparing qualified EFL teachers both in quantity and quality sufficient to satisfy the increasing demand for learning English all over the country.

This study attempts to ascertain the extent to which the EFL teacher education programme reflects recent trends in EFL teaching and learning in general, and EFL teacher education in particular. Also to ascertain the reactions and perceptions of student teachers, university tutors, classroom teachers and school Head teachers on a variety of aspects of the EFL teacher education programme. These included views about its objectives, the criteria used in the assessment of student teacher progress and achievement, the schools selected for teaching practice and the roles of the University tutors and school Head teachers and classroom teachers in both the academic and professional preparation of student teachers.

The interpretive-constructivist research approach followed by this study could help in illuminating the situation of EFL teacher education in Libya and thus preparing the ground for decision-making related to EFL teaching and learning in general and EFL teacher education in particular. Those concerned with EFL teacher education, including both school and University staff were approached to ascertain their reactions to and

evaluations of the programme they experienced as a whole, including school-based experience and the University-based experience.

The findings of the study indicated that the transition from being a student teacher based on campus to a student teacher practising in schools involves more than understanding the received knowledge (Wallace, 1991). Findings from investigating the student teachers and classroom teachers showed that great attention is paid to theory at the expense of practice. Student teachers need to experience and observe in reality that theories have the potential to be put into practice. Presenting theories to student teachers without reference to the world of practice based in schools and classrooms does not resonate with recent research (Roberts, 1998). Student teachers should have the model in the university before they leave for the selected schools for teaching practice (Doff, 1997, Willis, 1996). The findings indicated that tutors are not acting upon the theories they present to the university students. This indicates that the role played by the University tutors is kept to a minimum level. This finding falls within Johnson's (1992) observation that L2 teacher educators have "yet to establish a clear understanding of what effective second language teaching is, or how second language teachers actually learn to teach" (p. 58). In short, according to the researcher's opinion it is found that the EFL teachers training programme is semi-paralysed because the role played by the school is not effective except in terms of being used for teaching practice as well as the 10% of the total assessment grade which is awarded by the Head teachers.

The findings of this study indicate that EFL teacher educators lack a sound theoretical basis for much of what they do. Although they teach students theories in language teaching and learning, including the theorisation of the communicative approaches to language teaching and learning, they do not, themselves, set an example. This situation reflected the reality of the role played by the University tutors towards EFL teacher preparation that they do not practise what they preach. Also, the findings revealed that the University tutors were not adequately transmitting the real picture of the classroom situation to students. This contributes to student teachers' feelings of isolation and makes them afraid of initiating and being creative.

Added to the above is some teachers' and Head teachers' lack of knowledge of how to help teachers teach in their schools. The lack of consensus among the study participants

about what affects student teachers' learning to teach, both in the University and in the practice schools, makes it difficult to envisage a healthy teacher education programme within the present arrangements. This finding falls within Freeman's (1989) warning that L2 teacher education has become increasingly fragmented and unfocused precisely because it lacks "a coherent, commonly accepted foundation".

It is suggested that an EFL teacher education programme should cater for the context into which it is targeted. The programme should cater for informing teachers on a long-term basis (see Chapter 2 and 4). Most students who enter a new academic discipline realise that there are courses to complete, abilities to acquire, degree or certification requirements to meet, texts and journal articles to read, classroom materials to examine, conferences to attend, etc. Informing teachers to match traditional conceptions of education is generally essential. This involves learning about established traditions and the existing literature of this particular field of study.

As far as school experience is concerned, the researcher came to the conclusion that part of student teachers' anxiety during teaching practice could be their inability to think of immediate solutions that work. This could be due to their anxiety to achieve higher grades in teaching practices as expressed by the student teacher who said that she used to recite the lesson she was going to teach to her pupils (see Chapter 6). Therefore it is essential that student teachers be given opportunities to review teaching and learning strategies over an extended period of time in order to develop their critical thinking during the microteaching period, and prior to the teaching practice placement. The teaching and learning strategies selected for this purpose must represent the areas of concern experienced by student teachers so that the complexity of the issues may be thoroughly discussed (see Chapter 4).

Reflecting on past experiences is an important aspect of learning to teach (Miller, 1993). Information gathered related to influences on student teachers learning indicated that student teachers are influenced by factors based on their past and present experiences. Examples of this included student teachers' references to their own teachers and family members as having influenced their career choices. Classroom teachers also cited examples of prior experience of language learning and teaching. Examples cited

included their own teachers, memories and student-related variables such as attitudes, interests and examinations.

This carries implications related to the role of student teachers' learning experiences which reflect the nature of beliefs developed from life experiences and classroom interaction, which are reportedly used as a frame of reference for all learning as well as a source through which all learning is interpreted. These perceptions confirm the views raised in recent research, that any approach to teacher education which does not encourage teachers to reflect critically on their own educational views and on the nature of education as it is realised in the institutional setting of schools, will be either inherently conservative or dangerously doctrinaire (Carr, 1986).

As far as student teachers are concerned, they have prior life experiences that must be considered in the design and the implementation of the EFL teacher education programme. This would help to explore the previously held and well-established perceptions affecting the student teachers themselves, and the learning they would acquire from the learning experiences they encounter in the process of learning to teach.

As for school-university collaboration, the findings indicated that this is kept to a minimum level and needs to be activated. The findings also indicated that close collaboration between the training institutions and the institutions receiving novice teachers would facilitate professional development.

The researcher sees that there should be a comprehensive agenda drawn up by the institutions training teachers and the institution that receives them to take into account the various role expectations and demands of and on the novice teacher. This comment is based on the findings of this study, which showed that novice teachers were caught between the discrepancies existing between the two institutions. Therefore the school should play an effective role towards EFL teacher preparation.

There are clear implications for teacher education institutions and schools. It seems that both need to work in close collaboration in the post-training stages too. But collaboration between the institutions could be extended beyond mentoring during training. Bearing in mind that in recent research, Grandal (1999) and Wallace (1991)

noted that school-based experiences are considered more real than campus-based experiences, inviting schoolteachers to talk about teaching from their personal perspectives will bring closer together knowledge acquired and knowledge gained from practice. A series of talks representing the areas of concern for teaching could be organised with any school (see Chapter 4).

The final remark reminds EFL teacher educators that a pre-service teacher education programme aims to prepare teachers with fundamental training. Aspects of training often include a complex array of pedagogic skills and pedagogic reasoning skills, with a view to preparing teachers who are predisposed to reflect on their practices. A pre-service teaching program should be seen as a starting point for a life long career. This implies that learning to teach does not stop upon graduating from the programme but is a phase of the life long learning cycle (Freeman, 2000). The findings indicated that classroom teachers do not have any training while in service. The views of researchers such as Miller (1993) and Freeman (2000) need to be considered. The Libyan EFL teachers need to be trained in inquiry; verifying, testing and acting upon their methods in the light of their learners' experiences and their learning outcomes. Teacher educators need to be familiar with the learning strategies that should be acquired by student teachers (see Chapter 4).

The Libyan EFL curriculum and textbooks advocate a communicative approach with the teacher in the role of facilitator and guide, whose main responsibility is to create the conditions of genuine communication to develop students' communicative competence. The findings of this study indicate that the objectives and intentions of the curriculum and textbook developers have not been put into practice with enthusiasm in the classroom either by classroom teachers or student teachers. These findings related to views provided by Salama (2002) who referred to the gap between the objectives of teaching the new textbooks and the teacher and student teachers behaviour inside the classroom.

These findings resonate with those of Fullan, 1990 that a change in policy in the form of new course books does not guarantee a breakdown in the traditional authority structure of the teacher-student classroom relationship. The University tutors, and classroom teachers see themselves as transmitters of knowledge of the language and evaluators of

their students' verbal and non-verbal behaviour. The roles of facilitator, guide, co-communicator and supporter have not made their presence felt in the Libyan English language classroom.

The literature indicates that classroom teachers and tutors play the roles towards the EFL teaching and learning process. (Fanslow, 1987; Tatto, 1998 and Woods, 1996). Taking the Libyan situation into consideration, changing the policy of EFL learning and teaching in the form of implementing the new course books does not help in securing the process of learning and teaching.

The changing policy in this situation is echoed by Kennedy (1987, p. 164); who suggested three main strategies for adopting change. These are the power-coercive strategy, the rational-empirical strategy, and the normative-re-educative strategy. The Libyan way of introducing change is of a power-coercive type, which falls within Kennedy's (1987) observation. Therefore it is hoped that teacher educators should consider adopting the normative/re-educative strategy for instituting change within the Libyan situation.

Another complementary and equally significant factor for the successful processing of innovation in practice is based in the circumstances in which teachers work. Teachers and student teachers need to know that theories can be put into practice. The findings of this study illustrate the difficulty that EFL student teachers in Libya encounter in training. The Libyan EFL context is faced by problems or constraints in using the communicative approach, especially with large mixed-ability classes; inadequately resourced, traditional systems of schooling; teaching syllabus and examination procedures mismatch; a lack of knowledge and a teacher-centred, authoritative and administrative work environment (see Chapter 6; Paris et al., 1991; and Ulichny, 1996).

Most, if not all, of these problems appear to have been overlooked by curriculum developers and policy makers. For example, many authors (Ellis, 1994; Breen, 1991; Tudor, 1993; Anderson, 1993; Markee, 1993, 1994 & 1997; etc.) have discussed that when the realities of an educational context are incompatible with the proposed changes, any attempt to apply a communicative learner-centred approach seems

unreasonable. Thus, innovation in curriculum should be accommodated to and consistent with the potentialities of the society for which it is intended.

Innovative projects must be based on an analysis and understanding of the features of the instructional environments in which they are to be implemented. Failure of procedural recommendations to mesh with the realities of the classroom and wider educational context will undermine the innovation (Swan, 1985) (see Chapter 3).

It is hoped that changes will certainly occur in the light of the views provided in this research, as well as others, if they are considered to be appropriate by developers and policy makers in the educational context in Libya. One should not expect to sweep the whole existing educational system and its methods away overnight with the newest methodologies and ideas. As the Libyan society is culturally attached (Shebani, 1992) it is not easy to discard completely their traditional system of EFL teacher education, and the associated policymaking, to copy or adopt indiscriminately a certain EFL teacher education model, where meaning and understanding are everything (Alpetkin et al, 1984).

Therefore, it is recommend that the only possible way for an EFL teacher education system to succeed in Libya lies in integrating the model to be adopted with Libya's existing educational system, traditional methods, and deep-rooted culture as well as research based on the involvement of EFL teachers and learners. It is not realistic to separate the teachers from the curriculum that will be taught by them and the learners who will learn from it. Therefore research based on teachers and learners beliefs, mental process and cultural and social background needs to be taken into account (Miller, 1993). This requires a deep understanding of the cultural values prevalent in society. For example, drawing upon student teachers' experiences and localities can be an asset to relate student teachers to their local environment. This could be discussed in terms of evaluating the two cultures. Data revealed that the culture is an integral part of the Libyan educational system (see Chapter 2). These findings relate to the literature claims that the language should be taught within its culture and should not be stripped of values, knowledge, and its cultural aspects as a whole (Swan, 1985). Therefore these views need to be taken into consideration in EFL teacher training programmes in Libya and students need to be familiar with both cultures. Researchers such as Richards and

Rogers (1986); Terrel (1982); and Alptekin and Alptekin (1984) emphasise that EFL teacher education should be based on both cultures, and the decision needs to be taken knowingly (see Chapter 4). For example, Swan (1985) emphasised that cultures differ somewhat in their behaviour and these differences are reflected in the language.

Moreover the data revealed that natural learning is important for language learning and these findings resonate with Krashen (1982) and Dornyei (1994), (see Chapter 4). Researchers such as Doff (1997) and Harmer (1991, p. 33) raised an important point that foreign learners do not have access to the target language, and also have a series of problems associated with the time required for acquisition, context and the surroundings in which the target language is spoken. Therefore the EFL learners, teachers and tutors suggest that they need to visit countries where the target language is spoken and to have contact with English native speakers. In the Libyan case what is needed is that the government should encourage scholarships and refresher courses in countries where English is spoken. This will be enhanced by in-service training inside and outside the country in order to help teachers' contact with native speakers and provide them with opportunities to learn more about the language and explore its culture. Also needed is the encouragement to hold conferences inviting visiting Professors to help teacher educators to be sufficiently knowledgeable about the prominent methods of EFL learning and teaching and teacher preparation.

The researcher hopes that this exploratory study has contributed a step towards the achievement of this understanding. It can be considered a contribution in the sense that it attracts attention to the significance of understanding student teachers' learning experiences. Change in the teaching materials is only one dimension of change and not its totality. Change should address the whole system.

As far as the model of EFL teacher education in Libya is concerned, it can be argued that it exactly fits none of the models of teacher education (see Chapter 4), yet it is far from being progressive. The present situation of EFL teacher education comprises notions from the craft model in which the young trainee learns by imitating the expert's techniques, and by following the expert's instructions and advice (Wallace, 1991) and from the behaviouristic model of teacher education, which views that teachers are educated through imitation of scientifically validated behavioural skills (Zeichner et al.,

1987). It is thus underpinned by assumptions that view knowledge as objective, the curriculum as product-oriented and the teacher as employee and model imitator.

Taken all together the respondents' views, perceptions, suggestions and recommendations, envisage a four-year programme for preparing EFL teachers in Libya as both appropriate and essential (see Appendix 3).

The following chapter will shed some light on the implication of the findings along with the suggestions and recommendations that need to be taken into consideration in order to improve the EFL teacher education programme in Libya.

CHAPTER 8

IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

8.1 Introduction

Both the implications and recommendations of this study should be understood against its obvious limitations, especially as it is the first study using an interpretive-constructivist approach to EFL teacher education in the Libyan context. In the same vein, it can be considered context-sensitive, its findings should be understood in the light of the effects exerted by the social and cultural context in which it has been conducted. Based on this, areas for further research are suggested.

8.2 Implications of the study

The findings of the study include a range of implications for EFL teacher education, educational research and curriculum development in Libya as discussed below.

8.2.1 Implications for Teacher Education

1. The findings indicated that informants hold negative views of both the university-based teacher education experience and school-based professional preparation in terms of the application of theory in practice. This implies that there is no evidence of agreed objectives that reflect the gap between the university programme and the secondary school objectives. Also implied is that the student teachers do not count on the theoretical knowledge they acquired in their education programmes. Rather, they need to see things in action. Transmission of new information and techniques to student teachers will have little impact on their behaviours unless they cater for their frame of reference (Pennington, 1992). Doing otherwise would lead to nothing more than widening the gap between theory and practice. In this sense, training must not only be geared towards introducing student teachers to the practical and theoretical implications of the communicative approach but also towards encouraging them to experiment and assess its feasibility and practicality with their pupils.

2. Student teachers also criticised tutors for not setting an example themselves based on the theoretical knowledge and ideals they taught. This implies that they ask student teachers to act according to a certain philosophy but this is ineffective since the student teachers need an opportunity to observe the philosophy being implemented in the local classroom context.
3. The influence of prior learning experiences is so strong that students tended to replicate what worked for them as pupils. Theoretical knowledge lacks credibility unless it concerns their lives. This indicates the ineffectiveness of the 'power-coercive' strategy for dictating change rather than one that addresses student teachers' conceptualisations of the essential issues in education and ELT, especially those that are generated through their prior learning experiences.
4. Constraints facing school staff and University tutors imply that the communicative approach in language teaching and learning is challenged by both intrinsic and extrinsic constraints. To encourage adoption of the communicative approach, attempts must be made to eliminate or decrease these constraints on the teaching and learning process to avoid perpetuation of the status quo and mistrust in the feasibility of the communicative approach.
5. Both teachers and student teachers exhibited negative attitudes towards, and lack of knowledge of, issues that represent core principles of the communicative approach such as group work, the use of AVA, language skills, etc. This implies that adopting a more communicative approach to language teaching involves changing the attitudes of students, parents, other school staff and administrators. This necessitates that teacher educators address the cognitive dimension of teaching (Brousseau, 1988) instead of focusing only on the observable classroom behaviour.

8.2.2 Implications for Educational Research in Libya

The methodological procedures and the research process followed in this study, in addition to the contextual factors that affected the fieldwork, have implications for research in Libya. These are related to the paradigms, agenda, access, ethics, and data collection, as discussed below:

1. In the area of research concerned, this study indicates that an investigation of EFL teacher education in Libya would be promising territory for investigation, as it has not been addressed there. This study prepares the ground, in terms of approach, methodology and scope.
2. Access procedures to negotiate different levels of the educational system, from Head of the EFL department to Head teachers and classroom teachers in the schools involved, suggests a rather closed centralised system. In such hierarchical school organisations, informants at the base of that structure will naturally be concerned about the manner in which they present themselves, as well as the way in which the researcher, as an outsider, is going to portray them. Hence, in carrying out a study in the Libyan context, ethical issues are considered (see Chapter 5).
3. For the research framework, the use of the interpretive-constructivist approach proved invaluable. This has implications for future potential use instead of absolute reliance on the positivist position.
4. For data collection, the use of interviews was invaluable in exploring the world of the informants and ascertaining their realities in their own words.
5. The strong relationship between student teachers' and class teachers' perceptions of EFL teacher education programmes and of their own experiences in University and school implies that researchers targeting teachers, should include a study of their background knowledge and experiences.
6. When considering which research approaches to use, future researchers should bear in mind the intimate personal relationship developed with their informants. This implies that in research projects teachers must be seen, not as inconsistent and conservative subjects, but as partners and researchers who strive towards common goals to offer optimal language learning opportunities to students. We must not lose sight of the fact that the teacher is the intermediary between researchers and learners (Allwright and Bailey, 1991). By encouraging teachers to engage in research we can explore their worlds instead of building assumptions about them.

8.2.3 Implications for Curriculum Development and Innovation

Implications for curriculum or syllabus developers and policymakers in the Libyan EFL teacher education context are varied. Since the impetus for conducting this study was to ascertain the extent to which Libyan EFL teacher education reflects recent trends in EFL teacher education and language teaching and learning, and cater for the innovation represented in the communicative approach, comments related to curriculum development seem highly pertinent, as below.

1. Informants' perceptions about schools and university practices are far removed from those of the communicative approach. This implies that if curriculum change is to work and affect teaching and learning and not "...amount to 'more of the same' of an exhausted paradigm of language learning" (Legutke and Thomas, 1991, p. 304), it must take into account that teachers are not consumers of other people's products.
2. Examples of practices were reported which are inconsistent with the communicative approach also implying that a change in curriculum should be gradual and not too demanding, since change that is too challenging may be ignored or rejected.
3. The mismatch between theory and practice implies that teacher educators, teachers and curriculum developers should be encouraged to work together towards the same target to avoid a sense of mistrust in future policies.
4. Constraints limited the effectiveness of the EFL teacher education programme as well as the role played by the university and the school (see Chapter 6) and acted against a possible implementation of the Communicative Approach implying that curriculum innovation must be based on an analysis of existing teaching conditions in an institution.
5. The obsession with examinations, which was quite apparent amongst informants, implies that a match between the examination syllabus and the teaching and learning syllabus is essential. Examination reform is needed to match the requirements of the teaching syllabus.

8.3 Recommendations of the study

The insight gained from the study yields a set of recommendations based on the views and the suggestions of the respondents. Taking all together the researcher elaborated on those views and presented suggestions and recommendations that could be of great help for teacher educators and decision makers. These are related to EFL teacher education, educational research and curriculum development as discussed below.

8.3.1 Recommendations for Teacher Education

The area of teacher beliefs is described as the '*secret garden of teacher education*' (Wilson, 1990). The focus on teachers' beliefs, perceptions and their meanings may shed light upon the challenge represented in the communicative approach and transform this study into an important message to teacher educators elaborated as follows:

1. Teacher educators should base their programmes on a sound understanding of the context into which it is targeted, including both human and structural resources, and how they evolve to become more compatible with the teaching and learning of EFL in a communicative way.
2. Co-operation between universities and schools is necessary for developing clearly stated objectives adequate for the preparation of student teachers. With this cooperation, the academic education of teachers should take place alongside professional development in schools, and also better school-based teacher education should be provided by well-prepared trainers. The university should be capable of training mentors, providing conferences within the university and meetings with teachers within the schools. Also, there should be agreement between the university and the Ministry of Education that no English language graduates can be appointed as EFL teachers without pedagogical training.
3. By including information about teachers' work in teacher education programmes, student teachers can gain the knowledge that is essential for guiding their socialisation. Leaving such information out may limit teachers' opportunities to understand the forces that strongly influence what it is like to work as a teacher (Hatch, 1999).
4. Teacher educators should take into account student teachers' existing practical knowledge and experience (Karavas, 1998). New knowledge about the subject area

and the principles of innovation must become part of teachers' frames of reference, communicated in simple non-technical terms.

5. Basing teacher education training programmes on the assumption that what is planned is taught and what is taught is learnt, is naïve and self-deceiving.
6. The findings of the study indicated that most classroom teachers are not knowledgeable regarding updated methods in mentoring (McIntyre, 1994), as it does not exist within the school system, nor do they know how to collaborate with student teachers coming to their schools. This is the same with school Head teachers. Based on this, in-service training must be provided in order to upgrade them in the competencies necessary to implement curriculum innovations contained in the course books and underpinned by the communicative approach.
7. If the learner has become the centre of interest in the classroom within the communicative approach, it is surely logical to make teacher candidates the centre of interest rather than their lecturer. Teacher educators should become models of the thinking they seek to promote (Pajares, 1993).
8. If teacher candidates are to be given some choice, they will need to work more frequently in small groups than they do now. This might sensitise them to use the target language as a tool for communication. Thereby, gaining confidence in their ability to manage with it. This would promote teacher reflection (Schon, 1991) and the exchange of ideas and enable teacher educators to understand how teachers develop professionally (Tobin and La Master, 1996).
9. Both in-service teachers and student teachers should be encouraged to participate in TESOL or TEFL conferences. These will help to keep them up-to-date with developments in their field, and relate their experiences to others', especially those who work in similar teaching circumstances.
10. Student teachers should be given space in the timetables of the schools where they practice teaching. Follow-up meetings should be held between student teachers and their university tutors in both the school and university to discuss and exchange views and negotiate their problems to find possible solutions for them. This might help alleviate the daunting atmosphere and motivate student teachers to develop professionally.
11. Findings indicated that the EFL teacher education programme did not cater for student teachers' needs that could be identified and assessed in different stages. This

will help to achieve a match between the programme and the learning students derive from it.

12. Findings indicated that there was a lack of professional development resources. The university libraries should be equipped with materials including professional newsletters, magazines, journals, story books, novels and films made accessible to student teachers.
13. Universities should reform the admission procedures for EFL teacher education programmes. A required entrance examination similar to TOEFL or the Oxford or Cambridge Proficiency Examinations should be provided.
14. The English programme focuses mainly on the study of the theoretical aspects. This imbalance between theory and practice in the programme neither helps in raising the students' language proficiency, nor in preparing adequate EFL teachers. Therefore it is suggested that the programme should be balanced in terms of theory and practice.
15. Assessment of students' work is heavily based on tests that check the students' memorisation of information. It is suggested that the assessment system should include a wide range of procedures. Other evaluation strategies are strongly recommended such as regular assignments, class participation, presentations, research projects and research papers.

8.3.2 Recommendations for Educational Research in Libya

This study poses a set of recommendations for educational research in Libya. The following points are pertinent:

1. This study has explored the potential of the qualitative mode of inquiry for studying and illuminating educational phenomena. The Libyan educational research context should make use of this mode of inquiry instead of relying on the traditional methods of research that are incapable of disentangling the complex overlapping layers involved in the study of human behaviour.
2. In the same vein, research methodology in Libya needs to progress from the positivistic mode of inquiry to more qualitative modes.
3. The interpretive-constructivist research framework proved to be invaluable for the purposes of the study. Researchers should draw upon the benefits of using this approach.

4. Teachers' mental constructs as well as their way of thinking, which reflects their teaching behaviour in the classroom, need to be researched and also the relation between the teachers' way of thinking and teacher education.

8.3.3 Recommendations for Curriculum Development and Policymaking

1. Curriculum developers and educational policy makers should take measures to facilitate teachers' abilities to implement the change by preparing the local environment for it. This includes parallel change in examinations, resources, better living conditions, class size, educational administration, etc.
2. Teachers work under difficult circumstances for disappointing rewards. This makes teaching a stressful occupation with teachers having nothing to rely on but their intrinsic motivation. Policy makers and curriculum developers need to realise that to rely on intrinsic rewards only in teaching is to 'build one's house on shifting sands' (Metz, 1993).
3. Educational policies must cater for teachers' practical experiences. They must be tenable since change can never be achieved by simply overlooking the complexity and the procedures required, in favour of more obvious matters such as stressing goals, the importance of the problem and 'the grand plan'. The use of sheer argument and sheer authority can get a change "*on the books*", but it is, of course, not a very effective strategy for implementing change" (Fullan, 1990).
4. In the same vein, policy makers need to take into account that the initiation of change projects, like the changes in teaching materials based on the communicative approach, represents a mixture of political and educational merit. Outstripping the educational development process by a certain political decision is too over-ambitious. The point is "*just because a change project is on the books does not mean that it should be or could be implemented*" (Fullan, 1990). In the same vein, materials can only be labelled potentially communicative if the teacher's use of them in the classroom makes them so (Andrews, 1983 & Johnson, 1982).
5. The EFL programme constraints need to be identified and pinpointed by the policy makers, for example, as far as the school atmosphere is concerned, classrooms should be smaller in size and appropriately resourced. This is because the psychological and the physical dimensions of curriculum innovation are inseparable (Markee, 1994 & Fullan, 1993).

6. As far as the EFL teacher-training programme is concerned, the programme should introduce a mentoring system into schools through providing EFL mentor training sessions either through formal training leading to certification or informal ones.
7. The programme should raise the level of qualification of the trainers. This elaborates on the respondents' views (see Page 313 #14) that the University should make direct links with other institutions in the UK and the USA to obtain English validation of locally taught qualifications. Therefore, the researcher is in agreement with the respondents' views that the programme should raise the level of qualifications of the trainees and provide opportunities for the student teachers and teacher educators to be able to take courses abroad in cooperation with those institutions.
8. The programme should include IT courses in the EFL curriculum, it should provide a better learning environment to increase the opportunities for learning in English.
10. The programme should establish an English Club for students to provide them with opportunities to understand English-speaking people's culture. This club can organise academic, social and cultural activities that are conducted in English.
11. The EFL teacher training division in the Faculty of Education should examine the results of this and other relevant research, which could contribute to the development of the programme.
12. The Faculty of Education should divide the fourth year into two parts. The first part should provide the academic, pedagogical and teaching practice components and the second part should include teaching activities at schools. The researcher is in agreement with the respondents' view (see Page 313 #11) that, not only do they need opportunities to test their teaching skills with students and build their teaching competencies, but they also need to learn about the realities of schools and the teachers' responsibilities. This is because student teachers not only need to spend time discussing educational and theoretical issues, but also they need to encounter real classroom teaching. Therefore, the researcher recommended that the teacher preparation programme needs to set up a special committee composed of University administrative members, tutors, school principals, class teachers and students teacher representatives to act as a channel of communication between the educators, theorists and school teachers.
13. An evaluation process should be established for the programme in order to help teachers at the end of each term assess any relevant changes.

Worth mentioning in this context, is that understanding the above implications and the recommendations of the study should be within the limitations of the research instruments and within the framework of constraints highlighted in the methodology chapter of the study (see Chapter 5). Acknowledging the limitations of the research study minimises the risk associated with any attempt to generalise the findings obtained through the study. It locates the findings in context and makes them more realistic. These limitations might have been due to the design of the data collection instruments, the fieldwork process itself, in terms of access, availability of teachers, social, cultural and administrative obstacles, etc.

8.4 A Proposal for Course Design for EFL teachers at Al-Fateh University.

Based on the results of the study, the literature reviewed, suggestions and recommendations made by the participants in the study and the researcher's contribution to the development of the EFL teacher training programme, the researcher is of the opinion that presenting a proposal for course design for a four-year EFL teacher programme could contribute to the development and preparation of Libyan EFL teachers.

The programme should be attractive for students who are highly motivated to join the course for learning English as a means of continuing their higher education or intending to be EFL teachers in high schools. In order to be eligible to be accepted, candidates would have to accomplish the prerequisite requirements of joining the course such as summer courses for developing their language skills, passing an English proficiency exam and an oral interview.

As far as the school experience is concerned, this aspect is considered one of the main weaknesses of the current programme, as it has not been adequately practised. In this respect the proposed programme strongly recommends that attention should be paid to the school experience. The University tutors need to have refresher courses in updated methods of EFL teacher preparation and school mentors need to be well trained in mentoring. All mentoring courses should be established by the University tutors and the discussion sessions need to be free and flexible according to the teachers' timetable. In addition, all the educational courses need to be taught in English to give the student teachers the chance to speak and use the language. This aspect has been highly recommended by the respondents. To narrow the gap between theory and practice, they

should go side by side, the University should liaise with schools and provide sessions where teachers and student teachers could have the chance to reflect on their training and develop their teaching skills.

The assessment system was among the other weaknesses of the current EFL teacher-training programme. The proposed programme encourages the EFL teacher educators (tutors and mentors) to use various strategies for assessment procedures. These are, exams, assignments, class participation, journal writing and reports of performance achievement (ROPA). To assess the learners, they need to use different exams that test understanding and analysis, critical thinking and expression of ideas and new thoughts. Another example is to use regular assignments and classroom participation where students share their ideas; learn from each other, teachers and others; speak and write about themselves and reflect on their views and their daily life. The project also has to be treated as an individual piece of work where learners reflect on their knowledge related to their classroom experiences. The report of achievement should also be used and checked regularly by the tutors, mentors and students.

To develop the student teachers' subject matter and pedagogical knowledge, students not only need to acquire the necessary knowledge but also they need to be exposed to updated knowledge and how to use it in order to be competent EFL teachers.

The suggested courses are listed in the proposed model (see Fig 8.1) and they need to be organised as follows:

In the first year, students need to concentrate on the basic linguistic courses to master their language skills, listening, speaking, reading and writing.

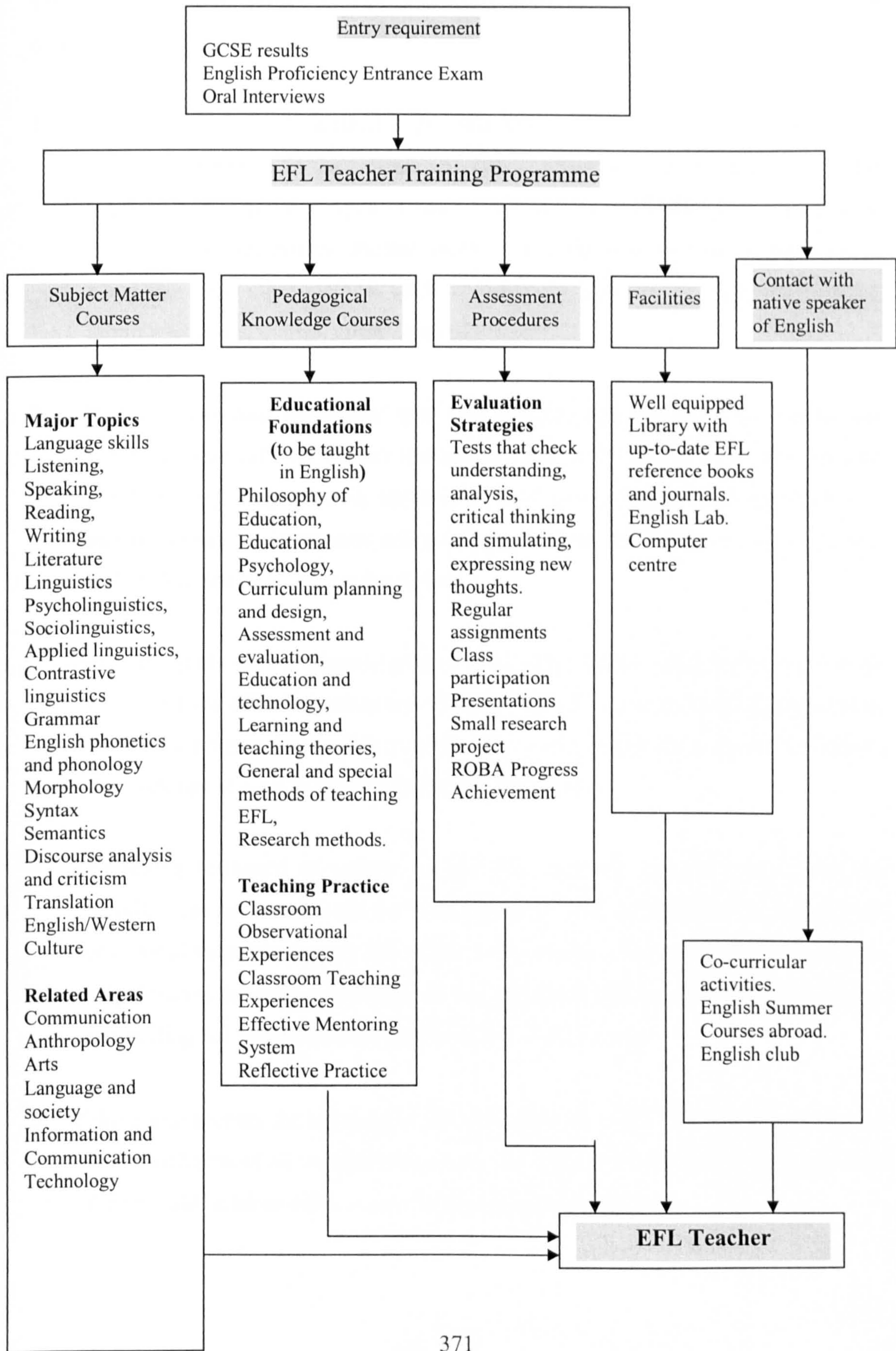
In the second year, students need to be exposed to some of the courses in subject matter and pedagogical knowledge such as Literature, English phonetics, Morphology, Philosophy of Education and Educational Psychology. These courses should be taught in English.

In the third and fourth years, the rest of the proposed topics in the subject and pedagogical knowledge have to be taken in addition to teaching practice which has to be

started in the third year where students can develop their critical thinking when visiting different schools. In the fourth year, they should concentrate only on the pedagogical learning and practice, for example, about 2/3 of the scholastic year should be spent in schools taking responsibility for a significant teaching timetable and discussing their teaching problems with teachers as well as their tutors. The remaining 1/3 of the year should be allocated for discussion with their tutors of the problems raised in the classrooms during teaching practice.

In order to be competent in EFL, student teachers not only need to know about the language forms and structures, but also to have opportunities for direct contact with native speakers to improve their communication skills in English. To meet this demand the University, with the help of the MOE, should liase with countries where English is spoken. EFL students and teachers need to be sent for intensive summer courses abroad to use the language in real situations. The researcher is of the opinion that the lifting of the sanctions on Libya would contribute in solving this problem. These courses should go side by side with other alternatives to use the language at home and abroad. For example, the university and the schools have to take the responsibility of establishing and supervising the extra class activities and language clubs where students and teachers can participate actively as well as providing the modern facilities such as English Language Labs and computer centres, to be accessible to teachers and student teachers.

Fig (8.1) EFL Teacher Training Programme



8.5 Suggestions for Further Research

The insight gained from the study raised the importance of research and opened the door for potential future research. The following research suggestions may be worth considering.

- 1 In terms of research methodology, this study has laid the ground for doing qualitative research in the Libyan educational research context, especially as this requires using different types of interviews such as semi-structured, open-ended conversational interviews. Further studies are invited to explore the potential of using these and other methods such as classroom observation, reflective journals, group interviews, diaries, group discussions, etc.
- 2 The study explored constraints that have affected EFL teachers' knowledge and practices. This calls for further research to explore the distinctive impact of each constraint (e.g. large classes, teachers' lack of knowledge, lack of resources, etc) and the impact of interconnectedness amongst these constraints on both teachers' and student teachers' professional lives.
- 3 Since the study gave a snapshot picture of the EFL teacher education programme in Libya and the different influences affecting student teachers' learning experiences within the programme, further research of the case study type is needed to address the workings of each of these influences in more depth.
- 4 The strong influence of culture on the way teaching materials and classroom activities are addressed, calls for an investigation into the potential for making use of cultural values to support EFL classroom teaching and learning. This might be a step forward towards narrowing the gap between theory and practice and thus reconciling the communicative approach to Libyan society.
- 5 Taking into account the newness of this research area in the Libyan context, this list is not inclusive of all potential research areas. Yet, the researcher is of the opinion they should be taken into account for further research projects.

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APPENDIX (1)

ORGANISATION OF THE FACULTY OF EDUCATION AL-FATEH UNIVERSITY

Source: Faculty of Education, University of Libya. Bulletin. Tripoli, Libya (1990) (Issued in Arabic)

Departmental aims.

The department aims to achieve the following:

1. To prepare and produce qualified teachers and tutors in various fields, equipped to teach at all levels of school education.
2. To produce specialist and qualified teams of tutors to fulfil the general public needs in various educational aspects.
3. To train tutors, teachers and educational workers through teaching practice and work.
4. To give educational and practical assistance and advice to all major schools, colleges and teaching organisations linked (in whatever manner) to the department,
5. To carry out further research and studies to solve the various educational problems of the general public.
6. To elevate the general public, educationally and intellectually.
7. To strengthen the various educational and intellectual communications and relationships with the various schools, colleges, Universities and educational organisations both inside and outside Libya.
8. To give particular attention to postgraduate studies, whether at home or abroad,

Departments within the Faculty of Education.

The Faculty of education has the following Departments:

- a. Arabic literature and Quranic studies.
- b. Psychology.
- c. Library studies.
- d. Sociology.
- e. Geography
- f. English literature.
- g. History,
- h. Islamic studies.
- i. Physics.
- j. Chemistry.
- k. Biology.
1. Mathematics

The Faculty of Education awards the following qualifications:

Bachelor degrees.

B.Ed., in both General Studies and Humanities Studies.

Master degrees and Doctorates (Ph.D)

Any student would be awarded the Bachelor's degree and graduate, when he or she has fulfilled all the graduation requirements and achieved an aggregate average, not less than a pass.

The duration of studies towards a Bachelor's degree is a minimum of four years and the courses studied are designated by each specialist faculty accordingly.

The educational courses in the Faculty are grouped under the following titles:

- A. Practical courses. All students of the Faculty must study these throughout four years to prepare them both practically and educationally.
- B. Intellectual courses. All students study such courses according to their departments throughout four years.
- C. Specialised and assistant courses. These are studied during the four-year course and they differ from one department to another.

Core and teaching courses

The following teaching courses and core intellectual courses are studied by every student and department in the faculty.

Obligatory courses taken by everyone:

Academic Year	Core teaching courses	Core –Intellectual courses
1 st Year	1. Fundamentals of Education 2, Introduction to Psychology	1. Arabic language and Literature 2. Islamic Studies
Academic Year	Core teaching courses	Core –Intellectual courses
2 nd Year	1. Curricula	1. Arabic language and Literature

	2. Developmental Psychology 3. Teaching methods	2. General History of the Arabs
3 rd Year	1. Technology and techniques of education 2. Teaching measures, assessment and evaluation 3. Teacher training	1. Arabic language and Literature 2. Politics
4 th 4 th Year	1. Psychology: Wellbeing in Psychology 2. Management in education 3. Practical Teacher training	1. Arabic language and Literature
Total number of courses	11 Courses	7 Courses

Rules of entry and transfers to the Faculty of Education.

Department administrators predict their maximum annual intake of students according to their capabilities and capacity for any particular academic year at some stage before it begins. Students are allocated to the different departments according to their average score in their High School Certificate, personal preferences, each branch's capacity and the national needs for graduates. There are certain conditions that must be met and fulfilled by the students who are accepted. Applicants must:

1. Possess an average score of 70% in his or her High School or Secondary School Certificate.
2. Be interested in teaching and aiming to teach and work in the education sector after-graduating.
3. Be fit and healthy both mentally and physically and not be in need of special care because this particular department does not cater for students with special needs. (There are other special schools and colleges that cater for the education of students with special needs and give extra specialist care and attention to them.)
4. Fulfil the requirements of the entry examination and personal interview.

Students from intermediate teaching colleges can be accepted for study in the department after the approval of the educational authority, achieving a pass of 75% minimum and possessing a minimum of 3 years teaching experience. Students can be accepted from other equivalent colleges and universities, according to the department's capacity and the following conditions:

1. The student must not be suspended, disqualified or withdrawn from his/her previous college or university for any reason; also, the department or branch within the department must approve his/her acceptance.
2. The student must forward an application form to the department containing all the necessary documents, student records, a list of courses previously taken and passed with their grades confirmed by his or her transferring college or university department at least one month before the beginning of the academic year.
3. The department has the right to accept or refuse the transferring student's previously studied courses and his/her studying and/or graduation plan.
4. The courses accepted and brought forward by the student must not exceed half of the necessary courses for the degree.

The previous duration of study spent by the student at his or her previous college or university must be taken into consideration and counted as part of the maximum number of years studied.

Students can transfer from one department to another during the first academic year only and can transfer only once after the acceptance and approval of both departments given at least one month before the beginning of the academic year. Also, the previously studied year is included in a student's record of the maximum number of years studied at university.

Time spent away from the university

No student is allowed to stop studying or leave the university during their education course for a period of more than one year without a valid reason, which has to be approved by the Education authorities, Registrar and Faculty department.

Any student who does not renew registration at the beginning of every academic year at the designated time is considered as having withdrawn from both the department and the university.

Departmental rules of assessment and evaluation

Such rules are set out below:

1. The student must be regular in attendance for the entire practical and theoretical aspects of any course and should be refused entry to the final examination if absent for more than 25% of the time.
2. Each tutor is responsible for the attendance of students in the courses they teach. Attendance records must be taken regularly and kept up-to-date and approved by the department at the end of every course.
3. The percentage of absenteeism is calculated from the beginning of the course or the academic year. Accordingly, all disciplinary or group absenteeism are included amongst the total number of absences of student.
4. Each course is assessed and evaluated independently. Students are graded on each course, depending on their course work throughout the year, which accounts for 40% of the total mark while 60% of the total is allocated to the final examination. A student is considered as having passed if he or she scores a minimum of 50% of the final mark in any particular course.
5. The scientific courses are not necessarily assessed, evaluated or marked according to the aforementioned method. They are left entirely to the authority of the specialised faculty and the staff team who design their own independent assessment scheme.
6. The annual course work for each course includes all quizzes, oral and/or written tests, homework and all regular reports which are designed and forwarded by each course tutor or lecturer accordingly.

Towards the end of the academic year an examining panel of teaching staff from each department prepares examination schedules, marking, announcement of results, examination venues et cetera.

At the end of the academic year, at least two weeks before the final examinations, the annual course work marks and the results of each student are passed on to the examining panel by the course tutors. Course work results have to be approved and signed by each faculty's Head before being passed to the examination panel. In addition, students have to be notified by tutors of their course work results and marks before beginning the final examinations.

Course tutors mark their own final examinations and pass the results and answer papers to the examination panel, which reviews and authorises them before announcing them at specific times allocated by the Head of the department.

Final examinations and course work are marked according to the following scheme:

0	to	35%	very poor,
36%	to	50%	poor.
51%	to	65%	average.
66%	to	75%	good.
76%	to	85%	very good.
86%	to	100%	excellent.

The student's final annual grade is calculated by finding the average of all his or her courses final results. A student may carry over a maximum of two courses, retaking examinations in the following year. However, students must pass all the following year's final examinations (including any retakes) before going any further. In addition, a student may fail up to 4 courses, retaking these examinations during the summer period, excluding practical courses and final year projects which cannot be retaken. A student is awarded the minimum pass grade for retests, regardless of the mark they archive.

Any student failing the maximum of 4 courses after retakes, can only fail 2 more and carry them over to the following year and repeat the examinations then.

Should a student miss any coursework, tests, quizzes or homework, 0% is awarded for that assignment if no valid reason was given. If a student who fails to attend final year examinations for any course without an authorised, valid reason, is deemed to have failed. Reason must be seen as valid and authorised by the course tutor, Faculty Head and the examining panel. If the reason is valid and authorised, attendance at the summer retakes in that particular course are awarded the actual mark and grade achieved, not the minimum pass mark.

APPENDIX (2)

AIMS AND ORGANIZATION OF SCHOOL EXPERIENCE IN LIBYA

Source: University of Al-Fateh. Department of English, Faculty of Education Outline Syllabuses of Courses in the Teacher Training Division. Tripoli, Libya: University of Al-Fateh (1993). (Issued in Arabic)

Aims:

1. The student must be trained in classroom practice according to the emotional behaviour and educational principles and objectives learnt during the teacher-training course.
2. The student must perform teacher obligations and practices according to the modern educational principles and understanding.
3. The student must prepare all lesson plans including teaching aids/resources.
4. The student must improve skills in designing and using the various educational aims/goals.
5. The student must practise Question and Answer techniques during their practice.
6. The student must practise preparing a suitable teaching environment within the classroom to assist and encourage learning.
7. The student must practise using a variety of ways of achieving classroom management and control.
8. The student must become familiar with a range of teaching methods practiced during different lessons.
9. The practising student must perfect an ability in recording pupils' performance and achievement in a variety of ways e.g. report writing.
10. The student must contribute in team teaching with other staff teachers.
11. The student must design/produce all relevant teaching aids/resources used during teaching practice (e.g. maps, work samples, drawing, handouts. etc.)

Organisation:

<p>The First Stage (Faculty/Department schedule)</p>	<ol style="list-style-type: none">1. Produce a scheme of work for teaching and lesson plans.2. Design and making of question papers and their appropriate use.3. Planning and listing the educational, behavioural and attitudinal goals/aims.4. The use of resources during teaching.
<p>The Second Stage (School schedule)</p>	<p>An independent teaching practice session for at least one class period. During this session the following has to be completed:</p> <ol style="list-style-type: none">1. Observing the class teacher teaching a minimum of two hours per week.2. Partial contribution to the class activities, which are drawn by/from the class teacher/course. <p>Teaching Practice: The student must take the full teaching responsibilities for a class for a minimum of 8 to 12 lessons.</p> <p>During the teaching practice the student must collaborate with the class teacher in drawing up appropriate teaching schemes, delivery of classes, designing question papers (Q&A) schemes, practical course work/activities, help in providing teaching aids/resources.</p>

<p>When organising the teaching practice, the following measures have to be taken:</p>	<ol style="list-style-type: none">1. Establishing a permanent panel consisting of lecturers from the Education and Social Psychology Departments to supervise the teacher-training scheme, finding appropriate solutions to any problems that arise. Constantly integrating and evaluating the teaching practice.2. Establishing a permanent panel consisting of a number of lecturers from every specialist department. Their responsibilities are:<ol style="list-style-type: none">a. Selecting the schools where the teacher-training scheme is to take place.b. Allocating the trainee students to all the specified schools according to the school's capacities and capabilities.c. Allocating the trainee students between the educational and specialised supervisors.d. Communicating with the specified school administrators to assist them in the teacher-training scheme.e. Collecting all the assessment and evaluation forms from the supervisors and preparing the teachers' record books.f. Writing reports concerning any problems or difficulties faced during the scheme.
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Stages of Implementation of the Teacher Training Scheme	<ol style="list-style-type: none">1. Organising meetings with the specified schools' Head teachers to acquainted them with the training scheme and to go over the main points, concerns etc. regarding the scheme.2. Constantly updating the area of the teaching aids/resources within the department such as maps, handouts, leaflets, books, journals etc. This area should be of easy access to all the supervisors and trainee students.
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Appendix (3)

Outline university-based course structure for EFL student teachers in Al-Fateh University
Source: University of Al-Fateh. Department of English, Faculty of Education Outline Syllabuses of Courses in the Teacher Training Division.
Tripoli, Libya: University of Al-Fateh (1993). (Issued in Arabic)

The course consists of three major strands: (1) the core teaching courses (2) the core intellectual courses and (3) specialization courses.
These courses cover curricular, educational and specialization areas.

	Core Teaching Courses	Core Intellectual Courses	Specialization Courses
1 st year	<ul style="list-style-type: none">• Fundamentals of education• Introduction to psychology	<ul style="list-style-type: none">• Arabic language and literature• Islamic studies	<ul style="list-style-type: none">• Language acquisition• Grammar• Conversation• Composition• Modern foreign language
2 nd year	<ul style="list-style-type: none">• Curricula• Developmental psychology• teaching methods	<ul style="list-style-type: none">• Arabic language and literature• General history of the Arabs	<ul style="list-style-type: none">• Grammar• Conversation• Composition• Modern foreign language• Translation• Phonetics• Civilization• Language lab• Literature (drama, novel, poetry)

Appendix (3)
Outline course structure for EFL student teachers in Al-Fateh University
(continued)

	Core Teaching Courses	Core Intellectual Courses	Specialization Courses
3 rd year	<ul style="list-style-type: none"> • Technology and techniques of education • Assessment and evaluation • Teaching Training 	<ul style="list-style-type: none"> • Arabic language and literature • Politics 	<ul style="list-style-type: none"> • Grammar • Creative writing • Oral practices • Translation • Literature (drama, novel, poetry) • Morphology • Phonetics • Modern foreign language • Creative writing • Applied language science • Theoretical language science
4 th year	<ul style="list-style-type: none"> • Psychology: wellbeing in psychology • Management in education • Teaching training 	<ul style="list-style-type: none"> • Arabic language and literature 	<ul style="list-style-type: none"> • Oral practices • Translation • Grammar • Literary criticism • Applied language science • Theoretical language science • Project • Sociolinguistics • Comparative analysis

APPENDIX (4)

QUESTIONNAIRE STUDENT TEACHERS

Al-Fateh University
Faculty of education
Department of education

Dear Student teacher

I am undertaking a study investigating aspects of preparing teachers of English as a foreign language for Al-Fateh University in Libya, which will be submitted for the degree of PhD in Education at De Montfort University.

One of the purposes of the study is to identify to what extent the current teacher training programme reflects the recent trends in EFL teacher education and how it contributes to language teaching and learning.

Your opinion and attitudes are considered to be of great value for the research; I am grateful for your consent to answer the attached questionnaire. Your responses will be treated with strict confidentiality and I am undertaking a study investigating aspects of preparing teachers of English as a foreign language for Al-Fateh University in Libya, which will be submitted for the degree of PhD in Education at De Montfort University and will be used only for research purposes.

Thank you for your cooperation.

Nafisa El Hensheri

EFL Student Teacher

Alfateh University

Section 1: Respondent data

Please tick (☐) the appropriate box

1.1 Gender: Male (☐) Female (☐)

1.2 Have you experienced use of English apart from academic studies?

Yes (☐) No (☐)

If Yes, how long?

a. Weeks (.....) b. Months (.....) c. Years (.....)

1.3 Have you experienced learning English in an English speaking country?

Yes (☐) No (☐)

1.4 Was it your choice to join the Faculty of English?

Yes (☐) No (☐)

Section 2: Focal data
University-based English as a foreign language (EFL) subject components.

For each statement of the EFL teacher-training program, please tick (✓) one response as related to your viewpoint.

If you have any particular comments about any aspect that has not been covered please use the space provided at the last page of the questionnaire

1. Student Teachers perceptions related to the objectives of the programme

The programme					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Enables me to be creative in producing materials suitable to classroom teaching.				
2.	Enables me to contribute to the service of my community.				
3.	Enables me to care about the individual differences amongst students.				
4.	Enables me to access published materials in the English language.				
5.	Relates to my needs and interests.				
6.	Helps me to establish a relationship with staff, colleagues and students.				
7.	Enables me to be reflective on my own teaching performance during teaching practice sessions.				
8.	Enables me to practice peer-teaching and discuss different viewpoints raised in my or my colleagues' teaching performance.				
9.	Provides me with the knowledge to assess the achievement, ability and progress of the students.				
10.	Enables me to communicate with native speakers to learn about their culture.				

2. Student Teachers perceptions related to school selection criteria.

The school selected for practice teaching ...					
		Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Shares partnership for EFL teachers' training.				
2.	Is well equipped with different facilities of professional training for future EFL teachers like me.				
3.	Provides EFL teachers with a suitable environment to practice teaching.				
4.	Is ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.				
5.	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice sessions.				

3. Student Teachers perceptions related to criteria of achievement assessment

My achievement or progress is assessed based on my capability					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	in writing assignments related to the observation period, reading list and chosen area.				
2.	of using the TL for actual and real communication.				
3.	in teaching, including classroom management techniques.				
4.	to establish good relationship with students, colleagues and staff members.				

4. Student Teachers perceptions related to the role of the university tutor:

I think the academic role of the university tutor is represented in...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Helping me to teach English language within the framework of the secondary school curriculum and policy.				
2.	Setting the targets for classroom observation period before going into schools.				
3.	Holding supervisory conferences to encourage the student teachers carry on criticism and team discussions about student teachers observations and teaching.				
4.	Helping me to use interactive classroom techniques, such as games, puzzles and songs in target language to teach English language effectively.				
5.	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.				
6.	Providing me with opportunities to observe different EFL teachers within different schools to develop critical thinking.				
7.	Helping me to use university resources, such as journals, periodicals to develop independent learning and teaching skills.				
8.	Helping me to produce written and conversational tasks in the target language.				
9.	Providing opportunities to practice group and pair work techniques to exchange ideas with colleagues.				
10.	Making me aware of the assessment procedures.				
11.	Holding seminars to discuss issues raised in the classroom teaching.				
12.	Providing us with oral and written feedback immediately to help us develop teaching and maintain progress.				
13.	Encouraging us to listen to him/her and take notes while lecturing.				

5. Student Teachers perceptions towards the professional role of tutor:

I think the professional role of the university tutor is represented in...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Providing schools and student teachers with written documents including training components, methodological and assessment aspects of the course.				
2.	Holding conferences within the university to provide secondary school teachers with opportunities to share fresh ideas offered by the university.				
3.	Holding regular meetings in schools to provide student teachers with opportunities to share different learning and teaching activities.				
4.	Encouraging actual communication between the university and school.				
5.	Providing student teachers with opportunities to observe a variety of approaches to EFL teaching.				

6. Student Teachers perceptions towards the role of the Headteacher:

I think the Headteacher ...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Introduces the student teachers to school policy and the staff members.				
2.	Keeps in contact with the student teachers to help them feel confident during their school experience.				
3.	Holds group meetings with the student teachers to discuss the problems raised during the school experience.				
4.	Observes student teachers and gives marks for upgrading purposes.				

7. Student Teachers perceptions related to the role of
EFL classroom teacher:

The EFL classroom teacher ...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Helps the student teachers to set clear targets for their teaching.				
2.	Shares lesson preparation with the student teachers to help them build confidence in teaching.				
3.	Shares teaching with the student teachers.				
4.	Holds individual meetings to discuss the progress in EFL teaching.				
5.	Plays the key role in preparing EFL student teachers in real situations.				

Please write any comments or suggestions you think might improve the student teacher programme both in the university and teaching practice school:

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If you are willing to participate in the interview phase of the study, please write your name, contact address and telephone number.

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Thank you for your cooperation

APPENDIX (5)

QUESTIONNAIRE

UNIVERSITY TUTORS

Al-Fatch University
Faculty of education
Department of education

Dear Tutor

I am undertaking a study investigating aspects of preparing teachers of English as a foreign language for Al-Fatch University in Libya, which will be submitted for the degree of PhD in Education at De Montfort University.

One of the purposes of the study is to identify to what extent the current teacher training programme reflects the recent trends in EFL teacher education and how it contributes to language teaching and learning.

Your opinion and attitudes are considered to be of great value for the research; I am grateful for your consent to answer the attached questionnaire. Your responses will be treated with strict confidentiality and anonymity and will be used only for research purposes.

Thank you for your cooperation.

Nafisa El Hensheri

EFL Tutor
Al-Fateh University

Section 1: Respondent data

Please tick (☒) the appropriate box

1.1 Gender: a. Male (☐) b. Female (☐)

1.2 For how many years have you been teaching English as a foreign language?

- a. 1-5 years (☐) b. 6-10 years (☐)
c. 11-15 years (☐) d. 16-20 years (☐)

1.3 Have you had any experience in supervising student teachers?

- a. Yes (☐) b. No (☐)

If Yes, for how many years?

- a. 1-5 years (☐) b. 6-10 years (☐)
c. 11-15 years (☐) d. 16-20 years (☐)

1.4 Did you attend refresher courses related to EFL teachers' training programme?

- a. Yes (☐) b. No (☐)

If Yes, for how long?

- a. Weeks (.....) b. Months (.....) c. Years (.....)

Section 2: Focal data
University-based English as a foreign language (EFL) subject components.

For each statement of the EFL teacher-training program, please tick (✓) one response as related to your viewpoint.

If you have any particular comments about any aspect that has not been covered please use the space provided at the last page of the questionnaire

1. Tutors perceptions related to the objectives of the programme.

The programme...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Enables students be creative in producing materials suitable for classroom teaching.				
2.	Enables the students to contribute to the service of their community.				
3.	Enables students to care about the individual differences amongst learners.				
4.	Enables students to access published materials in English language.				
5.	Relates to the students’ needs and interests.				
6.	Helps students to establish good relationship with staff, colleagues and students.				
7.	Enables the students to be reflective on their own performance during teaching practice.				
8.	Enables students to practice peer teaching and discuss different viewpoints raised in their teaching performance.				
9.	Provides students with knowledge to assess the achievement, ability and progress of the pupils.				
10.	Enables the students to communicate with native speakers to learn about their culture.				

8. Tutors perceptions related to school selection criteria.

The school selected for practice teaching ...					
		Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Shares partnership for EFL teachers' training.				
2.	Is well equipped with different facilities of professional training for future EFL teachers like me.				
3.	Provides EFL teachers with a suitable environment to practice teaching.				
4.	Provides EFL student teachers with the opportunity to teach 75% of their scheduled timetable.				
5.	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice.				

9. Tutors perceptions related to criteria of achievement assessment

I think the achievement or progress is assessed on Students' capability					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	in writing assignments related to the observation period, reading list and chosen area.				
2.	of using the TL for actual and real communication.				
3.	in teaching, including classroom management techniques.				
4.	to establish a good relationship with students, colleagues and staff members.				

**10. Tutors perceptions related to the role of the university
tutor:**

I think the academic role of the university tutor is represented in...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Helping to teach English language within the framework of the secondary school curriculum and policy.				
2.	Setting targets for the classroom observation period before going into schools.				
3.	Holding supervisory conferences to encourage the student teachers carry on criticism and team discussions about student teachers observations and teaching.				
4.	Helping to use interactive classroom techniques, such as games, puzzles and songs in target language to teach English effectively.				
5.	Developing a long-term apprenticeship in schools through attachment to experienced EFL teachers.				
6.	Providing opportunities to observe different EFL teachers within different schools to develop critical thinking.				
7.	Helping to use university resources, such as journals, periodicals to develop independent learning and teaching skills.				
8.	Helping to produce written and conversational tasks in the target language.				
9.	Providing opportunities to practice group and pair work techniques to exchange ideas with colleagues.				
10.	Making aware of the assessment procedures.				
11.	Holding seminars to discuss issues raised in the classroom teaching.				
12.	Providing oral and written feedback immediately to help develop teaching and maintain progress.				
13.	Encouraging listening carefully and taking notes while lecturing.				

**11. Tutors perceptions towards the professional role of
tutor:**

I think the professional role of the university tutor is represented in...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Providing schools and student teachers with written documents including training components, methodological and assessment aspects of the course.				
2.	Holding conferences within the university to provide secondary school teachers with opportunities to share fresh ideas offered by the university.				
3.	Holding regular meetings within schools to provide student teachers with opportunities to share different learning and teaching activities.				
4.	Encouraging direct communication between the university and school.				
5.	Providing student teachers with opportunities to observe a variety of approaches to EFL teaching.				

Please write any comments or suggestions you might think improve the student teacher programme both in the university and teaching practice school:

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If you are willing to participate in the interview phase of the study, please write your name, contact address and telephone number.

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Thank you for your cooperation

APPENDIX (6)

QUESTIONNAIRE CLASS TEACHERS

Al-Fateh University
Faculty of education
Department of education

Dear Class Teacher

I am undertaking a study investigating aspects of preparing teachers of English as a foreign language for Al-Fateh University in Libya, which will be submitted for the degree of PhD in Education at De Montfort University.

One of the purposes of the study is to identify to what extent the current teacher training programme reflects the recent trends in EFL teacher education and how it contributes to language teaching and learning.

Your opinion and attitudes are considered to be of great value for the research; I am grateful for your consent to answer the attached questionnaire. Your responses will be treated with strict confidentiality and anonymity and will be used only for research purposes.

Thank you for your cooperation.

Nafisa El Hensheri

Class Teacher

Section 1: Respondent data

Please tick (☒) the appropriate box

1.1 Gender: a. Male (☐) b. Female (☐)

1.2 For how many years have you taught English as a foreign language?

- a. 1-5 years (☐) b. 6-10 years (☐)
c. 11-15 years (☐) d. 16-20 years (☐)

1.3 Have you had any experience in supervising student teachers?

- a. Yes (☐) b. No (☐)

If Yes, for how many years?

- a. 1-5 years (☐) b. 6-10 years (☐)
c. 11-15 years (☐) d. 16-20 years (☐)

1.4 Did you attend refresher courses related to EFL teachers' training programme?

- a. Yes (☐) b. No (☐)

If Yes, for how long?

- a. Weeks (.....) b. Months (.....) c. Years (.....)

Section 2: Focal data
University-based English as a foreign language (EFL) subject components.

For each statement of the EFL teacher-training program, please tick (✓) one response as related to your viewpoint.

If you have any particular comments about any aspect that has not been covered please use the space provided at the last page of the questionnaire

2. Class teacher’s perceptions related to the objectives of the programme.

The programme...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Enables the students be creative in producing materials suitable to classroom teaching.				
2.	Enables the students to contribute to the service of their community.				
3.	Enables the students to care about the individual differences amongst students.				
4.	Enables the students to get access to published materials in the English language.				
5.	Relates to the students’ needs and interests.				
6.	Helps the students to establish a good relationship with staff, colleagues and students.				
7.	Enables the students to be reflective on their own teaching performance during teaching practice sessions.				
8.	Enables the students to practice peer-teaching and discuss different viewpoints raised in their teaching performance.				
9.	Provides the students with the knowledge to assess the achievement, ability and progress of the students.				
10.	Enables the students to communicate with native speakers to learn about their culture.				

12. Class teacher’s perceptions related to school selection criteria.

The school selected for practice teaching ...					
		Strongly Agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Shares partnership for EFL teachers’ training.				
2.	Is well equipped with different facilities of professional training for future EFL teachers like me.				
3.	Provides EFL teachers with a suitable environment to practice teaching.				
4.	Is ready to provide EFL student teachers with the opportunity to teach 75% of their scheduled timetable.				
5.	Is provided with experienced teachers who can participate in preparing EFL student teachers during teaching practice sessions.				

13. Class teacher’s perceptions related to criteria of achievement assessment

I think the achievement or progress is assessed on...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Students’ capability in writing assignments related to the observation period, reading list and chosen area.				
2.	Students’ capability of using the TL for actual and real communication.				
3.	Students’ competency in teaching, including classroom management techniques.				
4.	Students’ capability to establish a good relationship with students, colleagues and staff members.				

14. Class teacher’s perceptions towards the role of the Headteacher:

I think the Headteacher ...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Introduces the student teachers to school policy and the staff members.				
2.	Keeps in contact with the student teachers to help them feel confident during their school experience.				
3.	Holds group meetings with the student teachers to discuss the problems raised during the school experience.				
4.	Observes student teachers and gives marks for upgrading purpose.				

15. Class teacher’s perceptions related to the role of EFL classroom teacher:

The EFL class teacher ...					
		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	Helps the student teachers to set clear targets for their teaching.				
2.	Shares lesson preparation with the student teachers to help them build confidence in teaching.				
3.	Shares teaching with the student teachers.				
4.	Holds individual meetings to discuss the progress in EFL teaching.				
5.	Plays the key role in preparing EFL student teachers in real situations.				

Please write any comments or suggestions you might think improve the student teacher programme both in the university and teaching practice school:

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If you are willing to participate in the interview phase of the study, please write your name, contact address and telephone number.

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Thank you for your cooperation

APPENDIX (7)

Protocol of the Interviews used with EFL student teachers

The programme

- Does the course help in your preparation?
 - How? Can you explain?
 - How is the programme useful to you?
 - In what way? Tell me how?
- **Programme components**
- The components of the course: what components of the programme contributed most in your preparation as EFL teacher? Why?
- Do you think this is enough?
- What about the educational topics and the language proficiency subjects? what helps more in your preparation as EFL teacher?
 - **The teaching approaches followed?**
 - The teaching approach used with you? Tell me about it.
 - The teaching approach advocated by the university lecturers?
 - Any difference between what you experience and what you are asked to do in your teaching practice sessions? Tell me about it.
 - **How do you feel about the programme? in terms of...**
 - Do you think it suits your needs?
 - Was it your aim to be a teacher?
 - Were you motivated to join the English language department?
 - What factors affected you most? Tell me about them?
 - Did it satisfy your expectations of it? How? Why?
 - What do you suggest might improve it?
 - **How are your progress and achievement assessed?**
 - What do you think about the methods used for the assessment of your progress or achievement?
 - What do you think about them?
 - Are you satisfied with these procedures? Why?
 - Is there anything you feel that should be done related to the evaluation of your achievement?
 - What are the measures that you see should be taken in order to give as much honest and accurate evaluation as possible for your achievement and progress?

- Who participates in the evaluation of your progress and achievement? What do you think?
- On what basis is your performance and achievement or progress assessed?
 - Language proficiency? How?
 - Teaching competence? How?
 - Classroom management? How?
 - What about your ability to use language for actual communication?
 - Written assignment work?
- **School experience**
- Tell me, what helps in your professionalisation in the school?
- What about the role of other EFL teachers in the school? Do they allow you a space to share teaching with them?
 - Do you benefit from them? If yes/no, why?
 - What about the role of the Headteacher?
 - Observe you in class?
 - Evaluating your performance?
 - Main concern of the Headteacher? What is it? Why?
 - What kind of help do you get? Did you expect?
- What about the role of practical classroom experience? What do you think about it? How helpful is it? Can you explain?
- What about the school atmosphere itself? Is it supportive or not? How? Can you explain more?
- What about the facilities and resources? Are they provided?
- what about the approaches adopted by the course book you are asked to teach? Do you think you have the competence to teach it or not? What makes it different from the previous course books or the course book you have studied as a school student?
- A teacher of EFL should be having an approach or at least a style that he/she prefers most, what is/are the approach/approaches/styles that you prefer to use? or prefer to see applied in the classroom?
- How do you think the role of school can be effective? In what way? Can you tell me?

Constraints

- **What are the problems that are facing the programme of your education in terms of**
 - What components of the programme you think you do like or not? WHY?
 - What do you think are the constraints facing the teaching of English language in Libya in general? In what way?
 - What about the quality of the university graduate?
 - What about the language proficiency of the teacher? How important it is for the teacher?
 - Knowledge of pedagogy? Do you think there is a problem related to teachers' lacking knowledge of teaching and classroom management techniques, for example?
 - The examination system? How far it is appropriate?
 - What about the assessment used with you? Do you think it is a good measure for your ability to be a teacher?
 - In-service training?
 - Classroom environment? class size? How can it affect you teaching?
 - Teachers' loyalty to teaching? How? Can you explain?
 - Lack of resources
 - MOE inspector's role/concern? Any role? Can you explain, please?
 - Lack of co-ordination between university and school?
 - Role of school policy?

How the situation can be improved

- Resources?
- University-school co-operation? Liaison between university and school? How can this liaison be activated? in what way? What about the role of the university in this respect? what about the role of schools? Any other issue you like to highlight? Can you tell?
- Teacher training?
- Any suggestions for the system of evaluating your performance and progress? How can it be satisfactory?
- what about the teaching approaches followed with you in the university? You have just said so and so right now. What do you suggest in order to improve this evaluation system? what aspects should be focused upon in your evaluation?

- what do you suggest for the teaching approaches followed with you in the university? Any suggestions?
- How do you think you can develop professionally?
- what about the atmosphere at school itself? How do you think it can be improved?
- You said so and so about motivation and its role in your learning and How do you think this motivation can be promoted and developed in a better way?

Thank you very much

APPENDIX (8)

Protocol of the Interviews Used with University Tutors

The programme

- **First, let's talk about the EFL teacher education programme itself?**
 - What do you think about the programme? How far do you think a graduate of the programme is able to teach EFL? Can you explain, please? Can you tell me HOW? Or WHY?
 - What about the pedagogical component of the programme?
 - Do you think it is enough? HOW? WHY?
 - The language proficiency component? Knowledge of the subject matter or the TL itself?
 - Do you think it is enough? HOW? & WHY?
 - What about the component of subject specific pedagogical knowledge?
 - Do you think it is enough? HOW? AND WHY?
 - Can you me tell what aspects of language teaching does the programme focus upon or is trying or aiming to promote in the students? WHY?
 - What about the components of the programme itself? What component/components do you think help better in the preparation of EFL student teachers? Why? What components of the programme do you think the student teachers dislike most? WHY?
- What do you think helps more in promoting EFL student teachers' learning in the programme of his/her education?
- What do try to promote more in the student teachers?
- What teaching approaches do you think that you use with students?
- What teaching approaches do you try to get student teachers to use in their teaching during teaching practice?
- What are the approaches that you think are more appealing for students?
- What do you think can help them more to be better teachers?
- Are you satisfied with the amount of coursework required from the student teachers?
- What do you think about the applicability of this for student teachers in the actual school teaching contexts?
- What about the classroom organization? In what way it is helpful for the student teacher's learning?
- What about the classroom interaction, I mean, your classroom relationship with the students?
- Are there any constraints involved? WHY?
- What does the programme lack?
- A teacher of EFL should have an approach or at least a style that he/she prefers more, what is/are the approach/approaches/styles that you prefer to use? or prefer to see applied in the classroom?

School experience

Tell me about the role of teaching practice in the education of EFL student teachers. What actually happens? in terms of..

- Your role in teaching practice. How?
- Your colleagues' roles in teaching practice? How?
- What about the role of the school Headteacher in teaching practice?
- What about the role of student teacher themselves in teaching practice?
- How far are the ideals that they learn in the university applicable for student teachers in the actual teaching situations in the classrooms? Any complaints did you hear from student teachers?
- To what extent are the student teachers motivated to teaching practice? Do you feel it?
- What do you think is the role of the Headteacher in this respect?
- What about the role of other EFL teachers in the school with the student teacher? How?
- What help do you give to student teachers in teaching practice?
- Observe you in class?
- Hold meetings at school/university?
- Peer teaching/evaluation?
- What about the school atmosphere itself? Is it supportive or not? How? Can you explain more?
- What about the facilities and resources? Are they provided?
- What about the approaches adopted by the course books? Do you think student teachers have the competence to teach it or not? What makes it different from the previous course books or the course book that students have studied as a school student/pupils?
- How do you think the role of school can be effective? In what way? Can you tell me?

How student teachers' progress and achievement are assessed?

- What do you think about the methods used for the assessment of your progress or achievement?
- On what basis is the assessment of progress or achievement of EFL student teachers reached:
 - Language proficiency? How?
 - Teaching competence? How?
 - Classroom management? How?
 - What about your ability to use language for actual communication?
 - Written assignment work? How? Why?

- What do you think about these measures, or approaches?
- Are student teachers comfortable about these measures? Please explain?
- Is there anything you feel that should be done concerning the evaluation or assessment of student teachers' achievement or progress?
- What are the measures that you see should be taken in order to give as much honest and accurate evaluation as possible for student teachers' achievement or progress?
- Who else is responsible for the evaluation of EFL student teachers' progress and achievement? What do you think?

Constraints

- *Let's now move to focus more on the constraints facing the EFL teacher education programme.*
- **What are the problems that are facing the programme of EFL teacher education? in terms of...**
 - What you think are the constraints facing the teaching of English language in Libya in general? In what way?
 - *Any constraints related to the programme itself?*
 - Constraints related to selection, organization of content, resources, teaching approaches? learning styles of students themselves?
 - What about the quality of the university entrants/graduates?
 - What about the language proficiency of the student teacher? How important it is for the EFL student teacher?
 - Knowledge of pedagogy? Do you think there is a problem related to student teachers' lacking knowledge of teaching and classroom management techniques, for example?
 - *Any constraints related to the way student teachers' performance or progress are assessed?*
 - *what about the constraints based in the schools where student practice teaching and where students will go after graduation?*
 - Any problem with the examination system? How far it is appropriate?
 - In-service training?
 - Role of school headteacher?
 - Classroom environment? class size? How can it affects you teaching?
 - Teachers' loyalty to teaching? How? Can you explain?
 - Lack of resources
 - MOE inspector's role/concern? Any role? Can you explain, please?
 - Lack of co-ordination between university and school?
 - Role of school policy?

How the situation can be improved

- Resources?
- University-school co-operation? Liaison between university and school? How can this liaison be activated? In what way? What about the role of the university in this respect? What about the role of schools? Any other issue you like to highlight? Can you tell?
- Teacher training?
- Any suggestions for the system of evaluating student teachers' performance and progress? How can it be satisfactory?
- What about the teaching approaches followed with you in the university? You have just said so and so. What do you suggest in order to improve this evaluation system? What aspects that should be focused upon in your evaluation?
- What do you suggest for the teaching approaches followed in the university? Any suggestions?
- How do you think you the student teachers can develop professionally?
- What about the atmosphere at schools itself? How do you think it can be improved?
- You said so and so about motivation and its role in student teacher learning and How do you think this motivation be promoted and developed in a better way?

<p>Thank you very much</p>

APPENDIX (9)

Protocol of the Interviews Used with EFL Classroom Teachers

The programme

- **First, let's talk about the EFL teacher education programme itself?**
 - What do you think about the programme? How far do you think a graduate of the programme is able to teach EFL? Can you explain, please? Can you tell me How? Why?
 - What about the pedagogical component of the programme?
 - *Do you think it is enough? How? Why?*
 - The language proficiency component? Knowledge of the subject matter or the TL itself?
 - *Do you think it is enough? How? Why?*
 - What about the component of subject specific pedagogical knowledge?
 - *Do you think it is enough? How? Why?*
 - Can you me tell what aspects of language teaching does the programme focus upon or try or aim to promote in the students? Why?
 - What about the components of the programme itself? What component/components do you think help better in the preparation of EFL student teachers? What components of the programme do you think the student teachers dislike most? Why?
 - What do you think helps more in promoting EFL student teachers' learning in the programme of his/her education?
 - What does the programme focus more upon to promote more in the student teachers?
 - What teaching approaches are followed?
 - How far they are applicable? Can you explain?
 - What teaching approaches should student teachers follow during their teaching practice?
 - What are the approaches that you think are more appealing for students at school? Any complaints about this?
 - What do you think can help them more to be good EFL teachers?
 - What about the classroom organization? How do you think it is helpful for the student teacher's learning?
 - Are there any constraints involved? Why?
 - What does the programme lack? what should it focus more upon?
 - A teacher of EFL should have an approach or at least a style that he/she prefers most, what is/are the approach/approaches/styles that you prefer to use? or prefer to see applied by the EFL student teacher in the classroom?
-
- **School experience**
 - Tell me about the role of teaching practice in the education of EFL student teachers. What actually happens? in terms of..

- Your role with the EFL teacher? What should you do? What is actually happening? How? Why?
 - Your colleagues' roles in teaching practice? How?
 - What about the role of the school Headteacher in teaching practice?
 - What about the role of student teacher themselves in teaching practice?
 - How far are the ideals that they learn in the university applicable for them in the actual teaching situations in the classrooms? Any complaints did you hear from student teachers?
 - To what extent is the student teacher motivated to teaching practice? Do you feel it?
 - What do you think is the role of the Headteacher in this respect?
 - What about your role with the student teacher? How?
 - What help do you give to student teachers in teaching practice?
 - Attend classes by them? Participate in teaching? share school timetable?
 - Hold meetings at school/university?
 - Peer teaching/evaluation?
 - What about the school atmosphere itself? Is it supportive or not? How? Can you explain more?
 - What about the facilities and resources? Are they provided?
 - What about the approaches adopted by the coursebook? Do you think student teachers have the competence to cope with them? Or not? WHY? What makes it different from the previous coursebooks or the coursebook that students have studied as a school student/pupils?
 - How do you think the role of school can be effective? In what way? Can you tell me?
-
- **How student teachers' progress and achievement are assessed?**
 - What do you think about the methods used for the assessment of your progress or achievement?
 - On what basis is the assessment of progress or achievement of EFL student teachers is based:
 - Language proficiency? How?
 - Teaching competence? How?
 - Classroom management? How?
 - What about their ability to use language for actual communication? HOW?
 - Written assignment work? How? Why?
 - What do you think about these measures, or approaches?
 - Are student teachers comfortable about these measures? Why?
 - Is there anything you feel that should be done concerning the evaluation or assessment of student teachers' achievement or progress?
 - What are the measures that you see should be taken in order to give as much honest and accurate evaluation as possible for student teachers' achievement or progress?

- Who else is responsible for the evaluation of EFL student teachers' progress and achievement? What do you think?
- What do you think about the role of the school Headteacher in the assessment of student teachers' progress or achievement?
- **Constraints**
 - *Let's now move to focus more on the constraints facing the EFL teacher education programme.*
 - What are the problems that are facing the programme of EFL teacher education? in terms of...
 - What you think are the constraints facing the teaching of English language in Libya in general? In what way?
 - *Any constraints related to the programme itself?*
 - Constraints related to selection, organization of content, resources, teaching approaches? Learning styles of students themselves?
 - What about the quality of the university entrants/graduates?
 - What about the language proficiency of the student teacher? How important it is for the EFL student teacher?
 - Knowledge of pedagogy? Do you think there is a problem related to student teachers' lacking knowledge of teaching and classroom management techniques, for example?
 - *Any constraints related to the way student teachers' performance or progress are assessed?*
 - *What about the constraints based in the schools where students practice teaching and where students will go after graduation?*
 - *Any problem with the examination system? How far is it appropriate?*
 - *In-service training?*
 - *Role of school Headteacher?*
 - *Classroom environment? Class size? How can it affect you teaching?*
 - *Teachers' loyalty to teaching? How? Can you explain?*
 - *Lack of resources*
 - *MOE inspector's role/concern? Any role? Can you explain, please?*
 - *Lack of co-ordination between university and school?*
 - *Role of school policy?*

How the situation can be improved

- Resources?
- University-school co-operation? Liaison between university and school? How can this liaison be activated? In what way? What about the role of the university in this respect? What about the role of schools? Any other issue you like to highlight? Can you tell?
- Teacher training?

- Any suggestions for the system of evaluating student teachers' performance and progress? How can it be satisfactory?
- What about the teaching approaches followed with you in the school? You have just said so and so right now. What do you suggest in order to improve this evaluation system? What aspects should be focused upon in the evaluation of student teachers' achievement and progress?
- What do you suggest for the teaching approaches followed in the university? Any suggestions?
- How do you think the student teachers can develop professionally?
- What about the atmosphere at schools itself? How do you think it can be improved?
- You said so and so about motivation and its role in your learning and How do you think this motivation could be promoted and developed in a better way?

Thank you very much

APPENDIX (10)

Protocol of the Interviews Used with School Headteachers

1. Tell me about your role in the professionalisation of student teachers during teaching practice sessions?

- Tell me about the role you actually play with student teachers in their teaching practice at school?
 - What actually happens? In terms of..
 - How do you promote their preparation as teachers?
 - What is actually happening? How? Why?
 - How do you see your evaluation of student teachers' progress and achievement?
 - What do you focus more upon in evaluating them?
 - What about the role of student teachers themselves in teaching practice?
 - How far is the knowledge that they learn in the university applicable for them in the actual teaching situations in the classrooms?
 - Are you in touch with student teachers in the school? How?
 - Do you hold meetings with them?
 - Any/what complaints did you hear from student teachers?
 - Do you feel that the student teachers are motivated to take part in the school activities? or there is no space for them to participate in the school routine? Do they participate in teaching? Share school timetable?
 - How do students cope with school routines? I need to know your role in this process.
 - Do you attend classes by them?
 - What about the school atmosphere itself?
 - What about the facilities and resources? Are they provided?
 - How do you think the role of school can be effective? In what way? Can you tell me?

2. Constraints

- *Let's now move to focus more on the constraints facing the EFL teacher education programme.*
 - *Any constraints related to teacher education in general:*
 - Quality of the university graduates?
 - Do you think there is a problem related to student teachers' lacking knowledge of teaching and classroom management techniques, for example?
 - *Any constraints related to the way student teachers' performance or progress are assessed?*
 - *What about the constraints based in the schools where students practice teaching and where students will go after graduation?*

3. How the situation can be improved

- *Any suggestions you see for improving student teacher education both in the University and in the school through teaching practice?*
- How can the university and school co-operate in achieving a better EFL teacher education?

Thank you very much

APPENDIX (11)

LIST OF CODES USED IN THE ANALYSIS OF THE INTERVIEWS IN THE STUDY

CATEGORY	CODE
The programme	P
Student Teacher preparation?	ST/pr
How is the programme useful to you?	P
Programme components	Com/P
Language proficiency	LANG/PROF
The teaching approaches	TT/APP
University tutor	UNIV/TU
Teaching practice	TT/PRAC
Role of motivation	MOT/ROLE
EFL teacher	EFL/T
English language	EL
Student teacher expectations	ST/expect
How progress and achievement are assessed	ACH/ASS
The methods used for the assessment of your progress or achievement?	ASS/APP
Teaching competence	TT/COMP
Classroom management	C/M
Ability to use language for actual communication?	COM/LANG
Assignment	ASSIGN
School experience	SCH/EXP
Role of EFL teachers	T/R
Role of the Headteachers?	HEAD/R
Main concern of the headmaster	HEAD/FOCUS
Facilities and resources	RES
What about the approaches adopted by the course book	COURSE/APP
Teaching style	T/STY
Role of school	SCH/R
Constraints	CONS
Large classes	L/C
What about the quality of the University graduate?	UNIV/GRAD
Knowledge of pedagogy	K/PEDA
The examination system	EXAM
In-service training	INSET
Classroom Environment	CLASS/ENV
MOE inspector's role/concern	INSPEC/R
Co-ordination between University and school	SCH/UNIV
Role of teachers colleagues	COLLEAGUES
Teaching approaches in the University	TT/APP
Professional development	PROF/DEVE
School Environment	SCH/ENV

CATEGORY	CODE
Language skills	Lang/SK
Role of parents	PARENT/R
Textbooks/course book	CB
Error correction	EC
Grammar teaching	Gr./T
University education	UN/ed.
Lesson planning	LP
Role of inspector	INS.
Role of the mother tongue	MT
Role of English in today's world	R/Eng.
Importance of English	R/Eng
Beliefs about English language	Eng.
Language skills in the textbook	L/Skills
Role of subject matter knowledge (language proficiency)	SMT
Audio-visual aids	AVA
Collaborative activities	Coll./act.
Group work	GW
Pair work	PW
Time constraints	Time/cons
Large classes	CS
Low pay	LP
Lack of resources	RES
Grammar-translation method	GTM
Language input in the classroom	CLI
Teacher-student relationship	T-SR
Teacher's practical knowledge	TPK
Students' expectations	S/EXPEC
Contact with the native speakers of the TL	NSC
Teacher qualification	TQ
Workload	W/L
Role of motivation	R/M
Teacher's guide	T/G
Socio- cultural and political milieu and its influence on the teacher education	SOCIAL, CULTURAL AND POLITICAL
Teaching approach followed by teachers	TT/App.
Teacher's focus	T/Focus
Student's role	S/R
Individual difference	Indivd.
Support from the school	Sch/Sup
Why become a teacher of English	Why/become
Metaphor	Met
Teacher personality	T/Characteristics
Role of teaching experience	R/Exp.
Syllabus	Syll.

APPENDIX (12)

BRIEFING MEMO FOR STUDENT TEACHERS IN PHASE TWO OF THE STUDY¹

In the name of Allah (God), most merciful, most beneficent

Dear student teacher,

Peace be upon you...

I'm doing a research study to investigate the EFL teacher education in Libya at Al-Fateh University. The study aims to explore your perceptions of the following:

1. The programme of your education in the University itself;
2. Role of the schools to which you are sent for teaching practice;
3. The teaching and learning process in the University;
4. What contributes most to your socialisation as an EFL teacher;
5. The constraints that you experience in your daily teaching of EFL;
6. The criteria used for the assessment of your progress and achievement;
7. The academic role of the University tutor;
8. The professional role of the University tutor;
9. The role of the school Headteacher;
10. The role of the EFL classroom teacher;
11. How the situation can be improved.

What I need is your co-operation, and help in giving as a realistic picture as possible of the issues under study.

May God bless you for your help and co-operation

The researcher,
Nafisa El Henshiri

¹ TRANSLATED FROM ARABIC

BRIEFING MEMO FOR UNIVERSITY TUTORS IN PHASE TWO OF THE STUDY¹

In the name of Allah, most merciful, most beneficent

Dear Colleague (University tutor),

Peace be upon you...

I'm doing a research study to investigate the EFL teacher education in Libya at Al-Fateh University. The study aims to explore your perceptions of the following:

1. The programme of EFL teacher education in the University itself;
2. Role of the schools in which students practice teaching;
3. The teaching and learning process in the University;
4. What contributes most to student teachers' socialisation as EFL teachers;
5. The criteria used for the assessment of student teachers' progress and achievement;
6. Your academic and professional roles as a University tutor in the education of student teachers;
7. The role of school experience including the role of school Headteacher; the role of EFL classroom teacher; and school atmosphere;
8. The constraints involved;
9. How the situation can be improved.

What I need is your co-operation, and help in giving as a realistic picture as possible of the issues under study.

May God bless you for your help and co-operation

Your colleague,
Nafisa El Henshiri

¹ TRANSLATED FROM ARABIC

BRIEFING MEMO FOR CLASSROOM TEACHERS IN PHASE TWO OF THE STUDY¹

In the name of Allah, most merciful, most beneficent

Dear classroom teacher,

Peace be upon you...

I'm doing a research study to investigate the EFL teacher education in Libya at Al-fateh University. The study aims to explore your perceptions of the following:

1. The programme of EFL teacher education in the University itself;
2. Role of the schools in which students practice teaching;
3. What contributes most to student teachers' socialisation as EFL teachers;
4. The criteria used for the assessment of student teachers' progress and achievement;
5. Your roles as a classroom teachers in the professional preparation of student teachers;
6. The role of school experience including the role of school Headteacher; and school atmosphere;
7. The constraints involved;
8. How the situation can be improved.

What I need is your co-operation, and help in giving as a realistic picture as possible of the issues under study.

May God bless you for your help and co-operation

The researcher,
Nafisa El Henshiri

¹ TRANSLATED FROM ARABIC

**BRIEFING MEMO FOR SCHOOL HEADMASTER/HEADMISTRESS IN
PHASE TWO OF THE STUDY¹**

In the name of Allah, most merciful, most beneficent

Dear school Headteacher,

Peace be upon you...

I'm doing a research study to investigate the EFL teacher education in Libya at Al-Fateh University. The study aims to explore your perceptions of the following:

1. Your role in the professionalisation of student teachers during teaching practice sessions.
2. How do you see your evaluation of student teachers' progress and achievement?
3. What is the role of other EFL classroom teaching actually working in schools?
4. What about the role of student teachers themselves in teaching practice?
5. How do you think the role of school can be effective?
6. Quality of the university graduates?
7. Constraints involved.
8. How the situation can be improved.
9. Any suggestions you see for improving student teacher education both in the University and in the school through teaching practice?
10. How can the University and school co-operate for achieving better EFL teacher education?

What I need is your co-operation, and help in giving as a realistic picture as possible of the issues under study.

May God bless you for your help and co-operation

The researcher,
Nafisa El Henshiri

¹ TRANSLATED FROM ARABIC